DOCUMENT RESUME

ED 204 189 SO 013 081

AUTHOR Glenn, Avery L.: And Others
TITLE Annual Report of the School Programs of Ballet West, the Hansen Planetarium, the Utah Opera Company, and the Utah Symphony.
INSTITUTION Utah State Board of Education, Salt Lake City. Div. of Curriculum and Instruction.
PUB DATE Nov 80
NOTE 72p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Art Appreciation: *Art Education: Dance: Elementary Secondary Education: Evaluation Methods: *Fine Arts: Music: Music Activities: Opera: Orchestras: Performance: Planetariums: Program Evaluation
IDENTIFIERS Utah

ABSTRACT

The document evaluates the impact of four special fine arts programs in Utah elementary schools, including presentations by the Utah Symphony, Ballet West, the Utah Opera Company, and the Hansen Planetarium. It is divided into two parts. Part I provides an introduction, brief descriptions of the method of the evaluation and basic statistical material, and summaries of the reports of each of the fine arts programs. Each summary details the objectives of the program, and describes the program content and educational materials that were used in conjunction with the program. It also discusses scheduling, funding, and evaluative comments and questionnaires. Part II presents four appendices, one for each program. Appendix I offers the schedule, list of schools, and attendance for Ballet West. It includes curriculum materials such as suggested projects and books and a sample letter of support. Appendix II presents a list of schools, suggested activities, a fact sheet, and several teacher and student questionnaires with their responses for the Hansen Planetarium. Appendix III contains materials from the Utah Opera Company, including learning activities and special school program notes. The final appendix presents the schedule, learning activities and objectives, teacher guidelines, and program notes for the Utah Symphony. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204189

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Utah State Board of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ANNUAL REPORT OF THE SCHOOL PROGRAMS OF BALLET WEST, THE HANSEN PLANETARIUM, THE UTAH OPERA COMPANY, AND THE UTAH SYMPHONY

1979-80

The Utah State Office of Education
Walter D. Talbot, Superintendent

Curriculum & Instruction Division
LeRoy R. Lindeman, Administrator
Avery L. Glenn, Music Specialist
Richard S. Peterson, Science Specialist

Staff Support Administration
Jay J. Campbell, Associate Superintendent
David E. Nelson, Coordinator
Evaluation Unit

by

Avery L. Glenn, David E. Nelson, and Richard S. Peterson

November 1980

SP 013 081

11/300/80

UTAH STATE BOARD OF EDUCATION

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

250 East 500 South
Salt Lake City, Utah 84111

BOARD MEMBERS

W. Dean Belnap, Chairman
District 5
Kaysville 84037

Ross B Denham, Vice Chairman
District 7
Provo 84601

Jesse Anderson
District 4
Ogden 84401

Mrs. Lila B. Bjorklund
District 1
Salt Lake City 84103

Mrs. Joan Burnside
District 2
Magna 84044

Mrs. Erma J. Christensen
District 1
Salt Lake City 84105

A. Glenn Christensen
District 2
Salt Lake City 84120

Rodney L. Dahl
District 3
Sandy 84070

Stephen L. Garrett
District 7
Cedar City 84720

Jay A. Monson
District 4
Logan 84321

Karl Shisler
District 6
Roosevelt 84066

Walter D. Talbot, Executive Officer

LaPreal W. Lublin, Secretary

JAN 2 6 1981

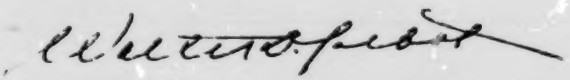
FOREWORD

The Utah State Legislature has expressed its intent that the Utah State Board of Education assess the impact of four special "fine arts" programs funded by the legislature for the public schools. These programs are the Utah Symphony, Ballet West, Utah Opera Company, and the Hansen Planetarium.

In 1979, the State Office of Education undertook an independent, comprehensive evaluation of the school programs of each of these organizations and reported this evaluation to the legislature.

Subsequently, each of the four organizations has compiled descriptive and evaluative information in a format designed by staff of the State Office of Education. This annual report is a compilation of the four separate evaluation reports submitted by the Utah Symphony, Ballet West, Utah Opera, and Hansen Planetarium for fiscal year 1980.

Appreciation is extended to each of the four organizations submitting reports for the conscientious efforts which were made.



Walter D. Talbot
State Superintendent
of Public Instruction

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	METHOD	1
III.	PROFILE OF BASIC STATISTICAL INFORMATION	2
IV.	SUMMARY OF BALLET WEST REPORT	7
V.	SUMMARY OF HANSEN PLANETARIUM REPORT	8
VI.	SUMMARY OF UTAH OPERA COMPANY REPORT	9
VII.	SUMMARY OF UTAH SYMPHONY REPORT	11
VIII.	APPENDICES	13
	Appendix 1. Ballet West Information	13
	Appendix 2. Hansen Planetarium Information	25
	Appendix 3. Utah Opera Company Information	41
	Appendix 4. Utah Symphony Information	49

I. INTRODUCTION

For a period of several years, the Utah State Legislature has been funding special fine arts programs for the Utah public schools. In recent years. this program nas included performances or presentations for both elementary and secondary schools by the Utah Symphony, Ballet West, the Utah Opera Company, and the Hansen Planetarium.

The 1978 Utah State Legislature requested that the State Board of Education accomplish a formal evaluation of the impact of the above mentioned programs on the public schools. In response to this charge, the State Office of Education mounted a large scale evaluation of the public school impact of all four "fine arts" funded programs. This resulted in a report to the 1979 Utah State Legislature and the organizations themselves which documented areas of strength and weakness in these school programs and made specific suggestions for improving them.

Subsequently, State Superintendent of Public Instruction, Walter D. Talbot, directed that each organization report evaluative information to the State Office of Education on an annual basis with a major independent study, such as was conducted in 1978, being accomplished periodically. A copy of the 1978 evaluation is on file at the State Office of Education.

II. METHOD

For the 1979-80 school year, each funded organization was asked to prepare a report which detailed key information dealing with the number of students and schools served throughout the state, the content of school programs, descriptions of educational materials provided to

schools, and the nature of activities designed to help coordinate performances and presentations in the schools. In addition, each organization was provided with guidelines to accomplish an evaluation from a student and faculty perspective in a sampling of schools throughout the state. A standard evaluation report form was devised for the use of each organization.

In initiating this organization report strategy, specialists from the State Office of Education including Avery L. Glenn, Music Specialist, and Richard S. Peterson, Senior Specialist in Science, met with the appropriate organizations to explain the nature of the report requirements and provide assistance in interpreting specific guidelines. Dr. Glenn and Dr. Peterson were assisted by Dr. David Nelson of the Evaluation Unit in structuring this evaluation system.

For 1979, each organization submitted a report on the prescribed form detailing the information outlined above. These submissions have subsequently been summarized for the purposes of this report and portions are also included in their entirety in the appendices to this report.

III. PROFILE OF BASIC STATISTICAL INFORMATION

Tables 1 through 3 represent some basic information for each of the four organizations funded with the special legislative "fine arts" money for 1979-80. Table 1 presents a profile of the number of students attending the various presentations and performances as documented by each organization. Table 2 is a listing of the number of performances or presentations accomplished by each organization. It should be noted that in the case of the Hansen Planetarium, two different approaches

were used. This included star shows which were presented at the planetarium in Salt Lake City, as well as "Astrovan" presentations in which a van toured the state carrying instructional materials and a staff member who made presentations in various aspects of astronomy. Table 3 presents the 1979-80 school year funding provided by the legislature for each of the organizations. Again, in the case of the Hansen Planetarium, the funding is broken down into star show and "Astrovan" presentation categories.

Table 1

Number of Students Attending
Presentations and Performances
1979-80

Organization	Number of Students
Ballet West	51,172
Hansen Planetarium	
A. Planetarium Star Shows	48,173
B. Astrovan Presentations	40,894
Utah Opera Company	30,000
Utah Symphony	81,000

Table 2

Number of School Presentations
and Performances
1979-80

Organization	Number of Performances	
Ballet West	96	
Hansen Planetarium		
A. Total Planetarium Star Shows	423	(285 Schools)
B. Astrovan Presentations		(136 Schools)
Utah Opera Company	53	
Utah Symphony	76	

Table 3

Legislative Funding of Organizations for
School Presentations and Performances
1979-80

Organization	Funding
Ballet West	$ 99,936
Hansen Planetarium	
A. Planetarium Star Shows	$ 54,432
B. Astrovan Presentations	$ 33,600
Utah Opera Company	$ 50,880
Utah Symphony	$299,520

Note: The above funding reflects the 4% cut for 1979-80.

IV. SUMMARY OF BALLET WEST REPORT

Ballet West offered two programs for students in Utah's public schools. Ballet for Children and Ballet West Lecture/Demonstration. The Ballet for Children Program for elementary schools had two objectives: (1) to acquaint students with techniques, standards of training, and the scope of ballet; and (2) to develop an appreciation of an art which, though still young in America, has had popularity in the last decade. The Ballet West Lecture/Demonstration, designed for secondary students, presented a brief history of ballet, discussed ballet terms and positions, and gave a brief performance showing how dance has evolved over the years to classical ballet. The message of each program was that man has always danced and this desire for dance has found expression in a highly disciplined art form.

Ballet West distributed educational materials for each of its school tour programs in 1979-80. The Ballet for Children provided an information sheet on the history of dance for each teacher following the performance. This information sheet also included suggestions and activities for class projects. A booklet, "Introduction to Ballet," was sent to school principals for distribution to the teachers prior to the Ballet West Lecture/Demonstration. Principals were asked to distribute these booklets to the teachers of dance-related subjects.

With the help of the State Office of Education, Ballet West reorganized their scheduling process. Performances were scheduled directly with district superintendents and district music supervisors. The superintendent and/or music supervisor then selected the school for the performance. The final details and arrangements were confirmed with the principal or vice principal of each school. The State Office of Education and Ballet

West also developed a plan for allocating performances according to the number of students enrolled within a district. Ballet West provided elementary and secondary school students an opportunity to attend performances presented in the Capitol Theatre. These performances were funded by the Utah Arts Council.

Ballet West did not distribute the teacher and student questionnaires to the schools this year. They have assured the State Office of Education that these questionnaires will be distributed and collected during the 1980-81 school year. Most of the administrative time was spent on improving educational materials and organizing and implementing the master scheduling plan for the districts.

Comments from letters received by Ballet West regarding the school programs were: "The elementary school children displayed an instantaneous excitement and acceptance to the Ballet for Children Program;" "When the performance begins there is often whistling, but at the close there is warm applause for the program." The organization reported that in general, reaction to the Ballet West Programs was positive. Administrators, teachers, and students have requested additional performances.

V. SUMMARY OF HANSEN PLANETARIUM REPORT

Two different kinds of programs were presented by staff members of the Hansen Planetarium. The star shows and science exhibits in the planetarium constituted one type of program; the Astrovan, a traveling aerospace science demonstration that was presented in one or more schools in each district, was the other. A listing of schools that participated in the two programs is presented in appendix 2 of this report.

The content of the two programs is drawn principally from the earth-space sciences. While the programs vary with the grade level served, they are designed to help students become more aware of the earth on which they live, the moon, planets, the sun and other stars, natural and artificial satellites, constellations, and space travel. Most of the concepts that are presented in the programs come from the officially adopted state courses of study in science. The programs are designed to be extensions of the students' classroom experiences.

The planetarium staff provides excellent materials for teachers. Soon after a reservation is made for a planetarium program, the teacher receives a packet of materials containing student activities that can be done prior to the visit, an outline of topics that will be presented in the star show, follow-up activities, teacher background information, and a bibliography. Samples of these materials are included in appendix 2 of this report.

Comments from teachers and students in the local school districts and from the science specialist in the Utah State Office of Education are carefully considered with regard to designing, presenting, and correlating the programs. Modifications in the content or methodology of the presentations are based largely on these comments.

The results of the evaluation of the planetarium programs by both students and teachers are most positive. An overwhelming majority of both groups ranks them "excellent." A summary of the student and the teacher evaluations is presented in the appendix 2 of this report.

VI. SUMMARY OF UTAH OPERA COMPANY REPORT

The Opera in the Schools Program was designed to help students gain an appreciation for Opera. Each concert included short excerpts from various

operas. Costumes were used to enhance the setting, mood, and atmosphere for each musical selection performed for the students.

Principals were sent educational materials for distribution to teachers prior to each concert. These materials included "Guidelines for the Opera in the Schools Program," learning activities, and program notes explaining each excerpt. The packet "Opera, Art Work Careers in the Arts" (containing a filmstrip, cassette tape, and teachers guide) was also distributed to middle, junior, and senior high school media centers by Chevron School Broadcast. This packet offered teachers and students an opportunity to examine opera both as an art form and as a potential career.

Representatives from the Utah Opera Company, Utah State Office of Education, and local school district supervisors of music met several times during the school year to discuss scheduling and program content. Local music supervisors scheduled the Opera in the Schools Program in their respective districts while the remaining districts were scheduled by the Utah Opera Company through school principals. Information regarding the Opera in the Schools Program was sent to all district superintendents and music supervisors. Those schools that had not received a concert the previous year were given the first opportunity for a concert during 1979-80. The remainder of the school concerts were given to schools requesting additional concerts.

After each school concert, approximately 25 student and 10 teacher questionnaires were given to the administration to be completed and returned to the Utah Opera Company. According to the results from the teacher questionnaires, the majority of students appeared to enjoy the changes for the coming year.

During 1979-80, the Utah Opera Company invited students to attend a dress rehearsal of the "Barber of Seville" at the Capitol Theatre in Salt Lake City. Many of the students dressed in suits, tuxedos, and long dresses making the evening a special event. The Utah Opera Company felt the interest in this dress rehearsal was directly attributed to the exposure of the Opera in the Schools Program. Letters received from teachers, parents, students, and administrators have been supportive of the Opera in the Schools Program.

VII. SUMMARY OF UTAH SYMPHONY REPORT

The Utah Symphony School Concerts were organized to give students an educational experience in music. Each program consisted of four to seven orchestral selections centered around one theme. This program format, instigated specifically for 1979-80, exposed students to a wide variety of classical and modern music.

The Utah Symphony worked jointly with the Utah State Office of Education and local district music supervisors in preparing educational materials for the school concerts. Materials were sent to schools 4 weeks prior to each concert. These materials included an activity sheet, Pre- and Post-Concert Listening Guide, Guidelines for Utah Symphony School Concerts, and program notes. Also available were "Meet the Masters" chart and Utah Symphony Orchestra Seating Plan. "The Orchestra" booklet published by the Utah Symphony was distributed to all school districts. This booklet supplied a brief history of orchestral instruments with animated pictures. It also included a brief description of the Utah Symphony and its conductors. Samples of educational materials are included in appendix 3.

During 1979-80, the Utah Symphony, State Office of Education, and local district music supervisors met to discuss the Utah Symphony School Concerts. The educational materials were evaluated and revised to aid teachers and students in gaining additional information and knowledge about the program to be presented in their school. These materials were designed so they could be added to the State Resource File for Vocal and General Music. Tours of Symphony Hall were also made available to school classes during the year. Salt Lake City School District held its school concerts at the new Symphony Hall.

Evaluation forms were distributed to students, teachers, and administrators after each school concert. Results from these evaluation forms were then tabulated and are included in appendix 3 of this report. Suggestions and ideas expressed in the questionnaires were valuable in making changes in the 1980-81 programs. Judging from the remarks written on the forms and letters received from students, teachers, principals, and administrators; the concerts were well received. Many teachers are using the pre- and post-concert activities in their classrooms.

The use of a theme as a basis for choosing the musical selections has improved the meaningfulness and impact of the programs. Symphony leadership is to be congratulated for their ability to relate to students and provide interesting comments about the music during the concerts.

APPENDICES

APPENDIX 1: BALLET WEST INFORMATION

A. SCHEDULE/LIST OF SCHOOLS
B. CURRICULUM MATERIALS
C. SAMPLE LETTER OF SUPPORT

A. SCHEDULE/LIST OF SCHOOLS

BALLET FOR CHILDREN
1979-80 SCHOOL CONCERT SCHEDULE

Date			District	Elementary School	Time
Mon.	Oct.	1	Davis	Woods Cross	2:00 p.m.
Tues.	Oct.	2	Jordan	Crescent	2:00 p.m.
Wed.	Oct.	3	Jordan	Alta View	2:00 p.m.
Tues.	Oct.	9	Jordan	Southland	2:00 p.m.
Wed.	Oct.	10	Davis	Stoker	2:00 p.m.
Mon.	Oct.	15	Davis	Leo J. Muir	2:00 p.m.
Tues.	Oct.	16	Jordan	East Sandy	1:30 p.m.
Wed.	Oct.	17	Davis	Farmington	2:00 p.m.
Mon.	Oct.	29	Davis	Orchard	2:00 p.m.
Tues.	Oct.	30	Davis	Tolman	2:00 p.m.
Mon.	Nov.	5	Davis	Vae View	2:00 p.m.
Tues.	Nov.	6	Jordan	Draper	2:00 p.m.
Tues.	Nov.	13	Davis	Cook	2:00 p.m.
Wed.	Nov.	14	Salt Lake City	Washington	2:00 p.m.
Mon.	Nov.	19	Jordan	Willow	2:00 p.m.
Tues.	Nov.	20	Davis	Morgan	2:00 p.m.
Wed.	Nov.	21	Davis	Oak Hills	2:00 p.m.
Mon.	Nov.	26	Granite	Eastwood	2:00 p.m.
Tues.	Nov.	27	Granite	Fremont	2:00 p.m.
Wed.	Nov.	28	Granite	Holladay	2:00 p.m.
Mon.	Dec.	3	Granite	Jackling	2:00 p.m.
Tues.	Dec.	4	Granite	Magna	2:00 p.m.
Wed.	Dec.	5	Davis	Taylor	2:00 p.m.
Mon.	Dec.	10	Logan	Hillcrest	9:30 p.m.
				Hillcrest	10:30 a.m.
				Adams	1:30 p.m.
Tues.	Dec.	11	Logan	Ellis	9:00 a.m.
				Wilson/Riverside	10:30 a.m.
				Edith Bowen/Woodruff (at Logan High School)	1:00 p.m.
Mon.	Jan.	7	Granite	Morningside	2:00 p.m.
Tues.	Jan.	8	Granite	Oquirrh Hills	2:00 p.m.
Wed.	Jan.	9	Granite	William Penn	2:30 p.m.
Mon.	Jan.	14	Granite	Rolling Meadows	2:00 p.m.
Tues.	Jan.	15	Granite	Rosecrest	2:00 p.m.
Wed.	Jan.	16	Granite	Carl Sandburg	2:00 p.m
Mon.	Jan.	21	Granite	Twin Peaks	2:00 p.m.
Tues.	Jan.	22	Granite	Wilson	2:00 p.m.
Wed.	Jan.	23	Granite	Taylorsville	2:00 p.m.
Mon.	Jan.	28	Salt Lake City	Nibley Park	2:30 p.m.
Tues.	Jan.	29	Salt Lake City	Ensign	2:00 p.m.
Wed.	Jan.	30	Salt Lake City	Franklin	2:00 p.m.
Mon.	Feb.	4	Salt Lake City	Beacon Heights	2:00 p.m.
Tues.	Feb.	5	Salt Lake City	Beacon Heights	2:00 p.m.
Wed.	Feb.	6	Granite	Howard R. Driggs	2:00 p.m.
Tues.	Feb.	12	Granite	Monroe	2:00 p.m.
Wed.	Feb.	13	Davis	West Point	2:00 p.m.

BALLET FOR CHILDREN
1979-80 SCHOOL CONCERT SCHEDULE
(Continued)

Date		District	Elementary School	Time
Mon.	Mar. 10	San Juan	Mexican Hat	9:00 a.m.
Mon.	Mar. 10	San Juan	Bluff	11:00 a.m.
Mon.	Mar. 10	San Juan	Montezuma Creek	2:00 p.m.
Tues.	Mar. 11	San Juan	Albert R. Lyman	9:00 a.m.
Tues.	Mar. 11	San Juan	Blanding	10:30 a.m.
Tues.	Mar. 11	San Juan	Monticello	1:30 p.m.
Wed.	Mar. 12	Grand	Helen M. Knight	9:30 a.m.
Wed.	Mar. 12	Grand	Southeast	11:00 a.m.
Wed.	Mar. 12	Emery	Book Cliff	2:00 p.m.
Thurs.	Mar. 13	Emery	Castle Dale	8:45 a.m.
Thurs.	Mar. 13	Emery	San Rafael	10:30 a.m.
Thurs.	Mar. 13	Emery	Cottonwood	1.45 p.m.
Fri.	Mar. 14	Emery	Huntington	9:00 a.m.
Fri.	Mar. 14	Emery	Cleveland	1:00 p.m.

1979-80 BALLET FOR CHILDREN
ELEMENTARY SCHOOLS

District	School	# Students
Emery	Book Cliff	167
Emery	Castle Dale	236
Emery	San Rafael	295
Emery	Cottonwood	239
Emery	Huntington	418
Emery	Cleveland	220
Grand	Helen M. Knight	482
Grand	Southeast School	483
Granite	Eastwood	416
Granite	John C. Fremont	691
Granite	Holladay	467
Granite	Jackling	782
Granite	Magna	588
Granite	Morningside	465
Granite	Oquirrh Hills	826
Granite	William Penn	578
Granite	Rolling Meadows	634
Granite	Rosecrest	508
Granite	Carl Sandburg	722
Granite	Twin Peaks	660
Granite	Wilson	345
Granite	Taylorsville	522
Granite	Monroe	764
Granite	Howard R. Driggs	531
Jordan	Crescent	169
Jordan	Alta View	607
Jordan	Southland	585
Jordan	East Sandy	816
Jordan	Draper	613
Jordan	Willow Canyon	903
San Juan	Mexican Hat	214
San Juan	Bluff School	106
San Juan	Montezuma Creek	306
San Juan	Albert Lyman	317
San Juan	Blanding School	334
San Juan	Monticello	384
Salt Lake	Washington	488
Salt Lake	Nibley Park	517
Salt Lake	Ensign	516
Salt Lake	Franklin	388
Salt Lake	Beacon Heights	441
Salt Lake	Rosslyn Heights	346

1979-80 BALLET FOR CHILDREN
ELEMENTARY SCHOOLS
(continued)

District	School	# Students
Davis	Woods Cross	261
Davis	Stoker	616
Davis	Leo J. Muir	472
Davis	Farmington	483
Davis	Orchard	483
Davis	Tolman	611
Davis	Vae View	482
Davis	Cook	503
Davis	Morgan	496
Davis	Oak Hills	536
Davis	Taylor	417
Logan	Hillcrest	484
Logan	Adams	305
Logan	Ellis	383
Logan	Wilson/Riverside	324
Logan	Woodruff	297
Logan	Edith Bowen	128

Total Schools: 60

Estimated Total Students: 27,057

1979 BALLET WEST LECTURE/DEMONSTRATION
SECONDARY SCHOOLS

Date		District	School	Time
Mon.	Sept. 10	Jordan	Midvale Middle School	9:00 a.m.
Mon.	Sept. 10	Wasatch	Wasatch High School	1:40 p.m.
Mon.	Sept. 10	Tooele	Grantsville High School	9:30 a.m.
Mon.	Sept. 10	Murray	Murray High School	2:00 p.m.
Tues.	Sept. 11	Ogden	Central Jr. High School	9:30 a.m.
Tues.	Sept. 11	Ogden	Central Jr. High School	10:40 a.m.
Tues.	Sept. 11	Ogden	Mound Fort Jr. High School	1:15 p.m.
Tues.	Sept. 11	Alpine	Orem High School	9:30 a.m.
Tues.	Sept. 11	Alpine	Orem High School	10:40 a.m.
Tues.	Sept. 11	Alpine	Pleasant Grove High School	1:00 p.m.
Wed.	Sept. 12	Weber	Roy High School	9:30 a.m.
Wed.	Sept. 12	Weber	Roy High School	10:40 a.m.
Wed.	Sept. 12	Weber	Weber High School	1:15 p.m.
Wed.	Sept. 12	Daggett	Manila High School	1:30 p.m.
Thurs.	Sept. 13	Juab	Juab High School	1:40 p.m.
Thurs.	Sept. 13	Uintah	Uintah High School	9:30 a.m.
Thurs.	Sept. 13	Duchesne	Union High School	2:00 p.m.
Fri.	Sept. 14	Davis	Clearfield High School	9:00 a.m.
Fri.	Sept. 14	Davis	Clearfield High School	10:00 a.m.
Fri.	Sept. 14	Box Elder	Bear River High School	1:50 p.m.
Fri.	Sept. 14	Carbon	Mont Harmon Jr. High School	9:30 a.m.
Fri.	Sept. 14	Carbon	Mont Harmon Jr. High School	10:40 a.m.
Fri.	Sept. 14	Emery	Emery High School	2:30 p.m.
Mon.	Sept. 17	San Juan	Monticello High School	9:30 a.m.
Mon.	Sept. 17	San Juan	San Juan High School	1:40 p.m.
Mon.	Sept. 17	Garfield	Panguitch High School	10:00 a.m.
Mon.	Sept. 17	Piute	Piute High School	2:05 p.m.
Tues.	Sept. 18	Wayne	Wayne High School	9:30 a.m.
Tues.	Sept. 18	Sevier	North Sevier High School	1:15 p.m.
Tues.	Sept. 18	Tintic	Tintic High School	1:15 p.m.
Wed.	Sept. 19	Granite	Valley Jr. High School	9:30 a.m.
Wed.	Sept. 19	Granite	Valley Jr. High School	10:20 a.m.
Wed.	Sept. 19	South Summit	South Summit High School	10:30 a.m.
Fri.	Sept. 21	Granite	West Lake Jr. High School	9:10 a.m.
Fri.	Sept. 21	Ogden	Mt. Ogden Jr. High School	1:00 p.m.
Fri.	Sept. 21	Jordan	Union Middle School	9:30 a.m.

1979-80 BALLET WEST LECTURE/DEMONSTRATION
SECONDARY SCHOOLS

District	School	# Students
Alpine	Orem High School	1000
Alpine	Orem High School	600
Alpine	Pleasant Grove High School	300
Box Elder	Bear River High School	800
Carbon	Mont Harmon Jr. High School	700
Carbon	Mont Harmon Jr. High School	700
Daggett	Manila High School	200
Duchesne	Union High School	700
Emery	Emery High School	400
Garfield	Panguitch High School	450
Granite	Valley Jr. High School	600
Granite	Valley Jr. High School	600
Granite	West Lake Jr. High School	1400
Jordan	Midvale Middle School	1400
Jordan	Union Middle School	500
Juab	Juab High School	620
Piute	Piute High School	200
San Juan	Monticello High School	350
San Juan	San Juan High School	500
Sevier	North Sevier High School	500
South Summit	South Summit High School	400
Tintic	Tintic High School	120
Tooele	Grantsville High School	600
Uintah	Uintah High School	560
Wayne	Wayne High School	150
Weber	Roy High School	820
Weber	Roy High School	560
Weber	Weber High School	790

1979-80 BALLET WEST LECTURE/DEMONSTRATION
SECONDARY SCHOOLS
(Continued)

District	School	# Students
Ogden	Central Jr. High School	600
Ogden	Ogden High School	60
Ogden	*Dee Elementary	140
Ogden	*Hillcrest Elementary	60
Ogden	*Jefferson Elementary	70
Ogden	*Lewis Elementary	130
Ogden	*Lincoln Elementary	70
Ogden	*Lorin Farr Elementary	80
Ogden	*Lynn Elementary	55
Ogden	*Mt. View Elementary	80
Ogden	*Polk Elementary	155
Ogden	*Taylor Elementary	90
Ogden	*T. O. Smith Elementary	75
Ogden	*Wasatch Elementary	100
Ogden	Mound Fort Jr. High School	200
Ogden	Highland Jr. High School	60
Ogden	*Bonneville Elementary	150
Ogden	*Gramercy Elementary	170
Ogden	Mt. Ogden Jr. High School	1000
Murray	Murray High School	850
Davis	Clearfield High School	700
Davis	Clearfield High School	1300
Wasatch	Wasatch High School	1400

Estimated Total Students: 24,115

*Elementary schools invited to Lecture/Demonstration

Dear Teachers:

Ballet West is pleased to have the opportunity to perform this year's production of "Ballet for Children" for the faculty and students of your school. This year's program is made possible by the combined efforts of Ballet West, the University of Utah's Department of Ballet, and the Utah Arts Council.

"Ballet for Children," now entering its eighth year, was created originally by Mrs. Karen Shores, Adjunct Associate Professor of ballet at the University. Mrs. Shores and the cast of Children's Ballet have performed in schools throughout Utah and Wyoming, and more often than not, have given young students in these areas their very first introduction to ballet. Year after year, the show has continued to vary and expand in an attempt to reflect the many changes and growth in our own diverse culture. There are two objectives of "Ballet for Children," however, which have remained constant and have served as the basic purpose for our productions: first, to acquaint young children with some of the techniques, standards of training and the scope of ballet; second, to develop an appreciation of an art, which, though still young here in America, has gained tremendous popularity in the past decade.

Through viewing this production of "Ballet for Children," the students as well as the adults in the audience should have a better understanding of the art of ballet and, hopefully, some curiosity about the art will arise, thus prompting students to examine ballet even further. The history of ballet, as with the history of many aesthetic art forms, is both a fascinating and educational one. Similarly related to the development of music and painting of various eras, the development of ballet was directly affected by the particular social and cultural attitudes of the times.

The term "ballet" itself is derived from the Italian term "Ballare," meaning "to dance." Originally, ballet had its earliest beginnings some four hundred years ago in the royal courts of France. Friends and relatives of the royal family would gather at balls or celebrations, entertaining themselves with elegant dances involving slow, subtle movement. King Louis XIV is often remembered as one of the ballet's earliest founding fathers, being an avid fan and supporter of these court "ballets," and an excellent dancer himself. Eventually, France would be given credit as the country where ballet began and thus contribute its native tongue as the language for the many technical terms and names used in ballet. Later, ballet, or at least some form of dance, entered into the opera and theatres of Europe. Dance was incorporated into operas and plays, directors and playwrights discovered the beauty and value of composed movement without verbalization. It was not so many years later when an entire evening at the theatre would be devoted to full-length ballets and that several European countries, particularly Russia, Italy, France, and Denmark could boast of the fine company of professional dancers trained at schools within their own country.

Of course, this transformation of ballet, from European court dances to the art as we recognize it today, occured neither quickly nor through three or four simple steps as might have been suggested. The creation and development of ballet was the result of comulative effort by countless men and women over several hundred years. The scenic and costume designers, the dancers and ballerinas, the choreographers and teachers of dance, and certainly the composers who created so many musical scores for ballet, all contributed significantly to the growth of ballet.

Today, interest in ballet is not only worldwide, but nationwide as well. Every major city in the United States has dance schools of one type or another, and the larger metropolitan areas generally have their own group of either professional or civic company dancers. With this growing recognition of ballet, the involvement of such a wide range dancers of people and ideas, ballet continues to be a living art. Of course, the traditions upon which ballet was based will never be altered; "Swan Lake," "Giselle," and "Sleeping Beauty" will survive in the repertoire of America's largest ballet companies. An ever increasing realization, however, that ballet can convey an endless scope of ideas, attitudes and emotions, enables the art of ballet to appear continually fresh and new

We hope today's performance of "Ballet for Chidren" will serve as an educational impetus for you and your students. The following is a brief list of suggested projects and ideas to aid in the encouragement and enjoyment of both dance and music. We are certain you and your class will come up with many more!

SUGGESTED PROJECTS

Grades 1 - 3

1. The movements of animals can often have a dancelike quality. Decide on several animals, pantomime actions, then broaden into dance movement--the animal 1) gathering food, 2) when he is angry or excited, and 3) when he goes to sleep.

2. We gave you an example of turning a fairytale into pantomine-dance with Cinderella. Choose characters in the class and have them act out one of the stories while you, the teacher, read or tell it with much expression and intimated action. Good stories for action are "Three Little Pigs," "Hansel and Gretel," and "The Three Bears."

3. Play 2/4 music and have children clap it, then move to it in a simple pattern. Then do the same with 3/4. Do they remember it is usually called a "waltz"? See if you can get one of them to do a simple pattern that the whole class can do.

4. Play a pantomime football, basketball, or baseball game; now do it in slow motion, exactly the same motions.

Grades 4 - 6

1. Write a simple libretto (story for a ballet or opera,) choose characters; act out the story with words; pantomime the story; exaggerate the movements so that they are very large (dance) to tell the story.

2. Have the class listen to some music and each tell you what was going on during the music, or write what they thought about. Have them draw what the music made them think of.

3. Read the stories to the class and then listen to some of the music from some of the more well-known ballets, "Firebird," "Swan Lake," "Sleeping Beauty," "Rodeo," "Peter and the Wolf," "Peter Gynt," "Nutcracker."

4. Have people in the class design costumes for one of the characters in any of the above ballets keeping in mind the costume must allow the character to dance and move freely. Perhaps someone would like to design a setting.

5. Have someone in the class do a study comparing children in foreign countries involved with art, ballet or even athletics. How does the training in other countries of dancers or professional athletes compare to the training of our own. What are the advantages? Disadvantages?

6. Play a pantomime football, baseball, or basketball game; now do it in slow motion, exactly the same motions; no actual contact.

Suggested books for possible additions to your library:

The Wonderful World of Ballet
Photographed by Mike David
(ODHAMS LONG ACRE, London)

The Dancer's Heritage, A Short History of Ballet
Ivor Guest
(The Dancing Times, 18 Hand Court, London WCI)

The History of Dance
Richard Kraus
(Prentice-Hall, Inc., Englewood Cliffs, New Jersey)

Ballet Shoes
Noel Streatfield
(A Puffin Book, Penguin Books, Ltd., Harmondsworth, Middlesex, England)

Anna Pavlova
Victor Dancre
(Benjamin Blom, Inc., New York, 1972)

If you and/or your students have any comments or suggestions pertaining to this program and its values, we would be most happy to hear from you. The Utah Council on the Arts would also like your reactions. These can be addressed to either of the following:

Ms Karen Shores
Department of Ballet
301 Dance Building
University of Utah
Salt Lake City, Utah 84112

Ballet West
Mr. Bruce Marks, Artistic Director
P. O. Box 11336
Salt Lake City, Utah 84147

Thank you very much,

Karen Shores
Director
Ballet for Children

GRANITE SCHOOL DISTRICT

WEST LAKE JR. HIGH
3400 S. 3450 W.
Salt Lake City, Utah 84119

TELEPHONE 299-1411

September 26, 1979

Jillana Butler
Assistant to Company Manager
Ballet West

Dear Ms Jillana Butler:

I would like to take just a moment of your time to express our sincere appreciation for the excellent performance by Ballet West at our school last Friday. It was one of the finest educational experiences our students have had. Only a handful of the 1200 students had ever had an opportunity to experience real ballet.

Thanks for sharing this wonderful experience with us.

Sincerely

Max J. Jackman

Dr. Max Jackman
Principal

MJ/be

APPENDIX 2: HANSEN PLANETARIUM INFORMATION

A. LIST OF SCHOOLS

B. CURRICULUM MATERIALS

C. EVALUATION

A. LIST OF SCHOOLS SERVED
(Planetarium Star Shows)

District	School
Alpine	Alpine Elementary
	American Fork Jr. High
	Barratt Elementary
	Bonneville Elementary
	Central Elementary
	Cherry Hill Elementary
	Forbes Elementary
	Harrington Elementary
	Highland Elementary
	Greenwood Elementary
	Grovecrest Elementary
	Lakeridge Jr. High
	Lehi Elementary
	Lindon Elementary
	North Ridge Elementary
	Orem Elementary
	Orem High
	Sego Lily Elementary
	Shelley Elementary
	Valley View Elementary
	Vineyard Elementary
	Westmore Elementary
	Windsor Elementary
Beaver	Belknap Elementary
	Milford Elementary
	Milford High
Box Elder	Bear River City Elementary
	Lincoln Elementary
	McKinley Elementary
	North Park Elementary
Cache	No. Cache Jr. High
	Sky View High
	So. Cache Jr. High
Carbon	Durrant Elementary
	Peterson Elementary
	Price Elementary
	Sally Mauro Elementary
Daggett	Manila Elementary
Davis	Adelaide Elementary
	Bountiful Elementary
	Bountiful Jr. High
	Boulton Elementary
Davis (Cont.)	Centerville Elementary
	Cook Elementary
	Clearfield High
	Davis Vocational Center
	Doxey Elementary
	Farmington Elementary
	Kaysville Elementary
	King Elementary
	Layton Elementary
	Meadowbrook Elementary
	Millcreek Jr. High
	Monte Vista Elementary
	Orchard Elementary
	Taylor Elementary
	Tolman Elementary
	Valley View Elementary
	Wasatch Elementary
	Whitesides Elementary
	Woods Cross High
Duchesne	Con Amore Training Center
	Duchesne Elementary
	Duchesne High
	Roosevelt Elementary
	Roosevelt Jr. High
	Tabiona High
	Union High
Granite	Academy Park Elementary
	Arcadia Elementary
	Bennion Elementary
	Brockbank Jr. High
	Calvin Smith Elementary
	Canyon Rim Elementary
	Cottonwood Elementary
	Cottonwood High
	Crestview Elementary
	Cyprus High ROTC
	Driggs Elementary
	East Mill Creek Elementary
	Eastwood Elementary
	Evergreen Jr. High
	Farnsworth Elementary
	Fortuna Elementary
	Fremont Elementary

District	School
Granite (Cont.)	Frost Elementary
	Gourley Elementary
	Granger Elementary
	Granger High
	Granite High
	Hillsdale Elementary
	Hill View Elementary
	Holladay Elementary
	Jackling Elementary
	Kearns High
	Kennedy Jr. High
	Lake Ridge Elementary
	Libbie Edwards Elementary
	Lincoln Elementary
	Madison Elementary
	Magna Elementary
	Meadow Moor Elementary
	Mill Creek Elementary
	Monroe Elementary
	Morningside Elementary
	Moss Elementary
	Oakridge Elementary
	Oakwood Elementary
	Oquirrh Hills Elementary
	Orchard Elementary
	Pioneer Elementary
	Plymouth Elementary
	Redwood Elementary
	Rolling Meadows Elementary
	Roosevelt Elementary
	Rosecrest Elementary
	Sandburg Elementary
	South Kearns Elementary
	Stansbury Elementary
	Taylorsville Elementary
	Truman Elementary
	Twin Peaks Elementary
	Upland Terrace Elementary
	Valley Junior High
	Vista Elementary
	Wasatch Junior High
	Webster Elementary
	West Kearns Elementary
	West Lake Junior High
	Western Hills Elementary
	Whittier Elementary
	William Penn Elementary
	Woodrow Wilson Elementary
Iron	Cedar City South Elementary
Jordan	Alta View Elementary
	Bell View Elementary
	Bingham Junior High
	Bingham High
	Butler Elementary
	Brookwood Elementary
	Canyon View Elementary
	Copperview Elementary
	Cottonwood Heights Elem.
	Draper Elementary
	East Midvale Elementary
	East Sandy Elementary
	Jordan Resource Center
	Jordan Valley Training Center
	Majestic Elementary
	Midvale Elementary
	Midvalley Elementary
	Monte Vista Elementary
	Oakdale Elementary
	Park Elementary
	Peruvian Park Elementary
	Ridgecrest Elementary
	Riverton Elementary
	Sandy Elementary
	South Jordan Elementary
	Sprucewood Elementary
	Sunrise Elementary
	Terra Linda Elementary
	Westvale Elementary
	Willow Canyon Elementary
Juab	Nephi Elementary
Kane	Kanab High
Millard	Delta Junior High
Nebo	Art City Elementary
	Barnett Elementary
	Brockbank Elementary
	Park Elementary
	Payson Junior High
	Springville Middle
	Wilson Elementary
No. Sanpete	North Sanpete High

District	School
Park City	Marsac Elementary
	Park City High
	Winters Middle
Rich	South Rich High
	South Rich Elementary
San Juan	Whitehorse High
Sevier	Pahvant Elementary
Tintic	Eureka Elementary
Tooele	East Elementary
	Grantsville Elementary
	Harris Elementary
	Stansbury Park Elementary
	Stockton Elementary
	Wendover Elementary
	West Elementary
Uintah	Naples Elementary
	West Junior High
Wasatch	Central Elementary
Washington	Hurricane High
Wayne	Wayne Middle
Weber	Burch Creek Elementary
	Club Heights Elementary
	Kanesville Elementary
	Lomond View Elementary
	Municipal Elementary
	Plain City Elementary
	Riverdale Elementary
	Roy Elementary
	Roy High
	Uintah Elementary
	Washington Terrace Elementary
	West Weber Elementary
Salt Lake City	Backman Elementary
	Beacon Heights Elementary
	Bennion Elementary
	Bonneville Elementary
	Bryant Junior High
	Dilworth Elementary
	East High

District	School
Salt Lake City (Cont.)	Edison Elementary
	Emerson Elementary
	Ensign Elementary
	Franklin Elementary
	Garfield Elementary
	Glendale Alternative
	Glendale Junior High
	Hawthorne Elementary
	Highland High
	Highland Park Elementary
	Hillside Junior High
	Indian Hills Elementary
	Jackson Elementary
	Jordan Intermediate
	Lincoln Elementary
	Lowell Elementary
	Marmalade Hill
	Meadowlark Elementary
	Newman Elementary
	Nibley Park Elementary
	Northwest Junior High
	Odessey Alternative
	Parkview Elementary
	Riley Elementary
	Rose Park Elementary
	Rosslyn Heights Elementary
	Salt Lake Community High
	Uintah Elementary
	Wasatch Elementary
	Washington Elementary
	Whittier Elementary
Ogden	Ben Lomond High
	Bonneville Elementary
	Central Junior High
	Dee Elementary
	Edison Elementary
	Gramercy Elementary
	Hillcrest Elementary
	Horace Mann Elementary
	Learning Center
	Lewis Elementary
	Lorin Farr Elementary
	Mound Fort Junior High
	Polk Elementary
	Riverdale Elementary
	Taylor Elementary

District	School
Provo	Edgemont Elementary
	Franklin Elementary
	Joaquin Elementary
	Maeser Elementary
	Provost Elementary
	Rock Canyon Elementary
	Sunset View Elementary
Logan	Career Development Center
	Ellis Elementary
	Wilson Elementary
	Woodruff Elementary
Murray	Arlington Elementary
	Grant Elementary
	Hillcrest Junior High
	Liberty Elementary
	McMillan Elementary
	Murray Alternative High
	Murray High
	Parkside Elementary
	Riverview Junior High
	Viewmont Elementary
Board of Education	Edith Bowen (Utah State)
	Utah School for the Blind
Private Schools	Carden Elementary
	Turista Club
	Christ Lutheran
	Gloria Leanharst School
	Peter Pan Day Care
	Upward Bound
	Mt. Vernon Academy
	Vicy Davis Preschool
	Socio G.E.D. Prep.
	C.C.N.S. Preschool
	Wasatch Presbyterian
	Jean Preschool
	A Child's World
	S.L. Junior Academy
	Wishing Well Preschool
	Parent Co-op Preschool
	Rowland Hall-St. Mark's
	Realms of Inquiry
	Liberty Bell
	Clearfield Job Corp
	Deamude Seventh Day Adventist School

District	School
Private Schools (Cont.)	Order of the Lamb
	International Students Service
	Liberty School Head Start
	St. Olaf's
	East High Preschool
	H.V.C.C. Preschool
	Children's House
	Weber Civil Conservation Center
	Cosgriff Memorial Elem.
	Intermountain School
	Jack & Jill Preschool
	Le Grande Preschool
	Kathy Lyon Preschool
	Co-op Nursery
	County West Preschool
	St. Ann's School
	Holladay United Church of Christ Preschool
	Adventure Preschool
	Creative Kiddies
	North Layton Science Club
	Davis Seminary Teachers
	Cokeville High School
	Jefferson Hunt Sons of Utah Pioneers

Out of State Schools

State	School
Idaho	A. J. Winters
	Clifton Elementary
	Grace Elementary
Wyoming	Evanston High
	Millcreek
	Western Wyoming College
	Ft. Washakie
	Clark Elementary
	Pinedale Elementary
	Mountview Elementary
	Lyman Elementary
	Westside High

LIST OF SCHOOLS SERVED
(AstroVan Program)

District	School
Alpine	American Fork Jr. High
	Bonneville Elementary
	Greenwood Elementary
	Orem Junior High
Beaver	Beaver High
	Milford High
Box Elder	Bear River High
	Box Elder High
	Lake View Elementary
	Lincoln Elementary
	McKinley Elementary
	North Park Elementary
Cache	Edith Bowen Elementary
	Lewiston Elementary
	Lincoln Elementary
	Millville Elementary
	North Cache Junior High
	North Park Elementary
	Park Elementary
	Providence Elementary
	River Heights Elementary
	Sky View High
	South Cache Junior High
	Summit Elementary
	Wellsville Elementary
Carbon	Helper Junior High
	Mont Harmon Junior High
	Reeves Elementary
	Sally Mauro Elementary
Daggett	Flaming Gorge Elementary
	Manila High
Davis	Boulton Elementary
	Doxey Elementary
	Kaysville Elementary
	Washington Elementary
Duchesne	Duchesne High
	Roosevelt Junior High
	Tabiona Elementary
	Tabiona High

District	School
Emery	Canyon View Jr. High
	Cottonwood Elementary
	Emery County High
Garfield	Bryce Valley High
	Escalante High
	Panguitch Elementary
	Panguitch High
Grand	Grand High
Granite	Fox Hills Elementary
	Granger Elementary
	Kearns High
	Sandburg Elementary
Iron	Cedar City High
	Cedar City Jr. High
Jordan	Midvale Elementary
	Ridgecrest Elementary
	Sunrise Elementary
Juab	Juab Middle
Kane	Kanab High
	Valley High
Millard	Delta High
	Delta Middle
	Fillmore Elementary
	Millard High
Morgan	Morgan High
	Morgan Middle
Nebo	Payson High
	Spanish Fork High
	Spanish Fork Middle
	Springville High
No. Sanpete	No. Sanpete High
	No. Sanpete Jr. High
No. Summit	No. Summit High

District	School
Park City	Carl E. Winters Middle
	Park City High
Piute	Piute High
Rich	No. Rich High
	So. Rich High
San Juan	Blanding Elementary
	LaSal Elementary
	Monticello Elementary
	Monticello High
	Montezuma Creek Elementary
	San Juan High
	Whitehorse High
Sevier	Richfield Junior High
So. Sanpete	Ephraim Junior High
	Gunnison Valley High
	Manti High
So. Summit	So. Summit Elementary
Tintic	Tintic High
Tooele	East Elementary
	Harris Elementary
	Wendover Elementary
	Tooele Junior High
	West Elementary
Uintah	Maeser Elementary
Wasatch	Wasatch Middle
Washington	Enterprise High
	Hurricane High
	St. George East Elementary
	St. George West Elementary
Wayne	Loa Elementary
	Wayne Middle

District	School
Weber	Bonneville High
	Green Acres Elementary
	Kanesville Elementary
	Lakeview Elementary
	No. Ogden Junior High
	Plain City Elementary
	Roy High
	Valley Elementary
	Washington Terrace Elem.
	Weber High
Salt Lake	Newman Elementary
	Riley Elementary
	Rosslyn Heights Elementary
Ogden	Dee Elementary
	Hillcrest Elementary
	Horace Mann Elementary
	Lorin Farr Elementary
	Taylor Elementary
	Wasatch Elementary
Provo	Grandview Elementary
	Provost Elementary
	Sunset View Elementary
Logan	Adams Elementary
	Logan High
	Logan Junior High
	Hillcrest Elementary
	Wilson Elementary
Murray	Liberty Elementary
Private Schools	Rowland Hall - St. Mark's
	St. Francis Elementary

B. SAMPLE OF CURRICULUM MATERIALS

OUR SKY FAMILY

Teacher Materials

Our Sky Family is a star program especially designed for young planetarium visitors, kindergarten through second grade, in which the sun and planets are personified in order to answer questions about themselves. An experienced lecturer will operate the star chamber console, present a live segment on currently visible planets and constellations, and encourage the children's spontaneous response to the program.

We hope that the enclosed materials will help you to prepare your students for their visit to the Hansen Planetarium and to integrate the visit into your curriculum. The materials include an outline of the star program you will be seeing, a fact sheet with more indepth information of the subjects covered, some suggestions for classroom activities, and a selected bibliography for further reading for both you and your students.

Besides the star program itself, the Hansen Planetarium offers exhibits on several topics related to the earth and space sciences including a large earth globe, moon globe, and Foucault Pendulum, together with extensive library resources which are available for use by the public.

We hope that the enclosed materials will help you to make your planetarium visit both a more educational experience in itself and an integrated part of a complete space science program in your classroom.

OUTLINE OF TOPICS PRESENTED IN OUR SKY FAMILY

What is the sun?

What is a planet?

Which planet is closest to the sun?

Which planet is farthest away?

What planets are currently visible in the nighttime sky?

What are a few of the main characteristics of each planet?
(Length of time of one revolution around the sun, size, atmosphere, and temperature are among the characteristics discussed.)

What is an asteroid?

How is Earth different from other planets?

SUPPLEMENTARY FACT SHEET

SOLAR SYSTEM

The Solar System is the sun and everything in orbit around it, including nine planets, at least 33 moons, and countless asteroids, meteoroids, and comets. The difference between a planet and a moon is that a planet is in orbit around the sun while a moon orbits a planet--the size does not matter. In fact, several moons in the solar system are larger than the planet Mercury.

MURCURY

Mercury is a small, rocky world with no significant atmosphere. This lack of atmospheric gases is due to the planet's weak gravitational field, a condition to be expected in a planet so small (diameter - 4,800 km) and so close to the sun. Its surface is tortured by temperature extremes from up to 425° C on the side facing the sun to -180° C on the night side. Photographs sent back by Mariner 10 reveal the topography to be similar to Earth's cratered moon, but without the conspicuous dark maria or "seas." Numerous cliffs or scarps tell that the planet shrank up to one percent during its first billion years. Another major landform is the Caloris Basin, a huge depression twice the size of Mare Imbrium on the Earth's moon. Planetary geologists believe it was formed when a large meteor collided with Mercury with such force that it set up intense vibrations which passed right through the core and created "jumbled terrain" on the opposite side of the planet. Mercury takes 88 earth days to orbit the sun, but rotates on its axis only one and one-half times each revolution; that is, there are one and one-half "days" in each Mercurian "year."

VENUS

Although Venus is the closest planet to Earth and only slightly smaller, it is otherwise very different from Earth. The atmosphere of Venus is carbon dioxide, with sulfuric acid important at high altitudes. It is this acid that causes Venus to reflect so much of the sun's light. The atmospheric pressure at the surface is a crushing 90 times sea level pressure on Earth. The clouds trap the sun's heat and distribute it uniformly over the entire planet, so that the temperature everywhere is a constant 470° C. Although at high altitudes winds travel at a 100 miles per hour, there is almost no wind at ground level and suprisingly little erosion.

Many of these discoveries were made by Mariner 10 enroute to Mercury in 1974. More recently the planet was mapped by radar telescopes in California and Puerto Rico. Many huge, shallow craters, large mountains (probably volcanic), and a large canyon have been discovered. Two Soviet craft that landed on the surface in 1975 sent photos of rocks, indicating that the planet is geologically active and not the featureless desert it was long thought to be. They also found that the clouds do not descend below an altitude of about 50 km.

SUGGESTED ACTIVITIES

The first two activities are suggested as preparation for your students before they visit the Hansen Planetarium

FINDING DIRECTIONS

Knowing the four directions is the starting point for observing the nighttime sky. Since the very first step in finding any star or constellation is always to face a certain direction, the following exercise is designed to help the student find and remember the directions.

An obstacle course makes a good tool for teaching what directions are and why they are needed. After you make the course with chairs and tables, the students will guide a classmate through it by giving verbal directions, such as "Turn to the blackboard," or "Turn to the teacher's desk." Point out that while the blackboard and teacher's desk are available points of reference in the classroom, landmarks constantly change out of doors over longer distances. We need references that do not change if we are to give directions over larger areas like cities, mountains, or the sky.

The easiest clue to directions that everyone is familiar with is the sun. (Before doing any activities related to the sun, be sure to warn the children never to look directly at the sun.) Have the students find and face toward the rising and setting sun positions on the horizons. Discuss which hand is pointing toward the north and which toward the south. Now the students can return to the obstacle course and direct each other through it using only north, south, east, and west.

For further reinforcement, the students may figure out which direction their school building faces, which direction the jungle gym is from the school, etc. As homework, they may determine the direction their own house, their bedroom windows, and their back door face.

In the Salt Lake Valley, children can easily make use of the geographic features to remember directions. However, they must be reminded that these landmarks will not be the same outside the valley.

C. EVALUATION
Teachers--Planetarium Star Programs

Eighty teachers completed an eight item questionnaire that was designed to assess their perception of the effectiveness of the in-house planetarium program. The questions asked and the teachers' responses to them are listed below.

1. How was the quality of the star program you saw?

Excellent	88%
Good	12%
Average	0
Poor	0

2. Were the presentation and the content of the star program well suited to your students' grade level?

Yes	67%
No	33%

3. How did the educational content of the star program relate to your curriculum?

Paralleled curriculum closely	66%
Outside of curriculum but worthwhile	34%
Did not fit curriculum plan	0

4. Was your exhibit tour and guide a valuable addition to our star program offering?

Effective	51%	
Adequate	10%	
Ineffective	0	
No tour	39%	(remodeling in planetarium)

5. Was the science demonstration and demonstrator a valuable addition to our star program offering?

Effective	59%	
Adequate	6%	
Ineffective	0	
No demonstration	35%	(remodeling)

6. Did you find the teacher materials helpful in integrating your planetarium experience with your classroom work?

Very helpful	16%
Helpful	25%
Not helpful	3%
Not used	20%
Didn't receive	36%

7. What was your overall evaluation of your planetarium visit?

Excellent	84%
Good	15%
Fair	1%
Poor	0

8. What was your students' overall reaction to their planetarium visit?

Excellent	88%
Good	12%
Fair	0
Poor	0

Fifth and Sixth Grade Students - Planetarium Star Programs
Responses about the FOOTSTEPS program

HANSEN PLANETARIUM SCHOOL VISIT
Student Questionnaire

Please complete this form if you went on the recent visit to the Hansen Planetarium. Your help will assist us in improving these visits.

1. What is the name of your school? _____

2. What grade are you in? 5th & 6th

3. How often have you been to the Hansen Planetarium?

73	A.	This was the only time	38%
86	B.	Two or three times	44%
29	C.	Several times	18%

4. How did you like your visit?

166	A.	I enjoyed it very much	85%
28	B.	I liked some parts but not others	14%
2	C.	I didn't really enjoy it	1%

5. What were the most important things you learned during your visit?

Solar system	108	(65%)
Space suits and space travel	41	(25%)
Science demonstration	16	(10%)

6. What did you like most in the planetarium visit?

Star show	155	(77%)	Foucault pendulum	1	(1%)
Space suits	17	(9%)	Fountain	1	(1%)
Science demonstration	12	(6%)	No school	3	(2%)
Black light gallery	8	(4%)			
Earth globe	5	(3%)			

7. What did you not like?

Liked everything	176	(76%)	Seen show before	3	(1%)
Science demonstration	11	(5%)	Bus ride	2	(1%)
Explosions in show	9	(4%)	Usher	2	(1%)
No tour	9	(4%)	Space suits	2	(1%)
Uncomfortable seats	6	(3%)	Star identification	2	(1%)
Earth globe tour	6	(3%)	Waiting at bookstore	1	(1%)
Star show	5	(1%)	Black light gallery	1	(1%)

8. Other comments:

Fun	8	(32%)	Want to come again	5	(20%)
Clean and nice	4	(16%)	Thanks	4	(16%)
Learned a lot	3	(12%)	Want to be an astronaut	1	(4%)

Fifth and Sixth Grade Students -- Planetarium Star Programs
Responses about THE LAST QUESTION program

HANSEN PLANETARIUM SCHOOL VISIT
Student Questionnaire

Please complete this form if you went on the recent visit to the Hansen Planetarium. Your help will assist us in improving these visits.

1. What is the name of the school? _____

2. What grade are you in? 5th & 6th

3. How often have you been to the Hansen Planetarium?

12	A.	This was the only time	8%
70	B.	Two or three times	44%
77	C.	Several times	48%

4. How did you like your visit?

107	A.	I enjoyed it very much	55%
58	B.	I liked some parts but not others	30%
33	C.	I didn't really enjoy it	15%

5. What were the most important things you learned during your visit?

Stars	42	(35%)	Pendulum	1	(1%)
Entropy	24	(20%)	Space	3	(3%)
Space suits	20	(17%)	Planets	3	(3%)
Future	18	(15%)	Overpopulation	5	(3%)
Computers	2	(2%)	Energy conservation	1	(1%)

6. What did you like most in the planetarium visit?

Star show	69	(51%)	Earth globe	2	(1%)
Star identification	18	(13%)	Pendulum	3	(2%)
Black light gallery	14	(10%)	Equipment	1	(1%)
Space suits	19	(14%)	Skipping school	1	(1%)
Bookstore	7	(5%)			

7. What did you not like?

Liked everything	43	(46%)	Big Bang effect	3	(3%)
Star show	19	(20%)	Space suits	2	(2%)
Waiting	14	(15%)	Star I.D.	1	(1%)
Leaving bookstrore	4	(4%)	Everything	2	(1%)
Being quiet	2	(2%)			

Eighth Grade Students -- Planetarium Star Programs
Responses about THE LAST QUESTION program

HANSEN PLANETARIUM SCHOOL VISIT
Student Questionnaire

Please complete this form if you went on the recent visit to the Hansen Planetarium. Your help will assist us in improving these visits.

1. What is the name of your school? _____

2. What grade are you in? 8th

3. How often have you been to the Hansen Planetarium?

250	A.	This was the only time	67%
105	B.	Two or three times	28%
18	C.	Several times	5%

4. How did you like your visit?

259	A.	I enjoyed it very much	73%
93	B.	I liked some parts but not others	26%
3	C.	I didn't really enjoy it	1%

5. What were the most important things you learned during your visit?

Entropy	39	(41%)	Future	37	(11%)
Space flight	30	(9%)	Energy conservation	12	(4%)
Stellar evolution	20	(6%)	Big Bang theory	12	(4%)
Stars & planets	19	(6%)	Pendulum	5	(2%)
			Stars	37	(11%)

6. What did you like most in the planetarium visit?

Star show	277	(69%)	Pendulum	17	(4%)
Black light gallery	71	(18%)	Fountain	1	(1%)
Seats	28	(7%)	Missing school	3	(2%)
Earth globe	2	(1%)			

7. What did you not like?

No tour	37	(13%)	Too cold	1	(1%)
Seats up front	10	(4%)	Black light gallery	7	(3%)
Liked everything	151	(55%)	Too long	4	(2%)
Repetition	5	(2%)	Bus ride	8	(3%)
Big Bang effect	8	(2%)	Not enough rest rooms	12	(4%)
Star show	39	(14%)			

8. Other Comments:

Best field trip	2	Want to come again	15
Educational	1	Did not understand everything	7

Teachers -- AstroVan Program

SUMMARY OF 103 RETURNS

Dear Educator:

As a follow-up to the AstroVan visit, would you please take a few moments to complete this questionnaire and return it to us? Your answers will help us to improve this program and will also be reviewed by the State Legislature, the State Board of Education, and NASA as they consider continued support of the AstroVan project.

Thank you for your interest in Hansen Planetarium educational programs. We hope we may be of service to you in the future.

Tom Clausen, AstroVan Manager

Questionnaire

NAME OF SCHOOL_____ DISTRICT_____

TEACHER'S OR PRINCIPAL'S NAME_____

DATE OF VISIT_____ GRADE(S)_____

1. How would you rate the educational value of the science demonstration you saw?

   Excellent 98 Good 5 Fair - Poor -

2. How well suited was the demonstration to the grade level of your students?

   Excellent 83 Good 20 Fair - Poor -

3. How well did the demonstration maintain student interest?

   Excellent 82 Good 21 Fair 2 Poor -

4. How did the educational content of the science demonstration relate to your curriculum?

   Paralleled closely 70 Outside but worthwhile 44
   Outside and not worthwhile -

5. What was your overall evaluation of the demonstration?

   Excellent 98 Good 9 Fair - Poor -

6. What was your students' overall reaction to the demonstration?

   Excellent 83 Good 20 Fair - Poor -

Return to: Tom Clausen
Hansen Planetarium
15 South State Street
Salt Lake City, Utah 84111

APPENDIX 3: UTAH OPERA INFORMATION

A. SCHEDULE/LIST OF SCHOOLS
B. CURRICULUM MATERIALS
C. EVALUATION

A. SCHEDULE/LIST OF SCHOOLS

UTAH OPERA SCHOOL CONCERTS
1979-80

Date	District	School	Time
Wed. Sept. 19	Tooele	Tooele High School	10:30 a.m.
Wed. Sept. 26	Davis	Woods Cross High School	12:30 p.m. and 1:45 p.m.
Thurs. Sept. 27	Davis	Millcreek Jr. High School	10:40 a.m. and 1:15 p.m.
Tues. Oct. 2	Davis	Layton High School	12:40 p.m. and 1:45 p.m.
Wed. Oct. 3	Davis	Bountiful Jr. High School	1:00 p.m. 1:50 p.m.
Thurs. Oct. 4	Nebo	Spanish Fork High School	9:45 a.m. and 11:00 a.m.
Thurs. Nov. 8	Sevier	Richfield High School	11:25 a.m.
Thurs. Nov. 8	Sevier	South Sevier High School	2:30 p.m.
Tues. Nov. 13	Weber	Roy High School	9:00 a.m.
Wed. Nov. 14	Jordan	Jordan High School	12:00 p.m. and 1:00 p.m.
Tues. Nov. 20	Alpine	Lehi High School	9:30 a.m.
Wed. Nov. 21	Salt Lake City	South High School	10:10 a.m.
Tues. Nov. 27	Murray	Murray High School	2:00 p.m.
Thurs. Dec. 6	Ogden	Ben Lomond High School	10:00 a.m.
Wed. Dec. 12	Logan	Logan High School	9:45 a.m.
Fri. Jan. 4	Salt Lake City	Highland High School	8:50 a.m.
Mon. Jan. 7	Granite	Cyprus High School	10:00 a.m.
Tues. Jan. 8	Jordan	Alta High School	9:30 a.m. and 10:25 a.m.
Wed. Jan. 9	Jordan	Hillcrest High School	9:30 a.m.
Thurs. Jan. 10	Granite	Granger High School	1:30 p.m.
Tues. Jan. 15	Alpine	Orem High School	10:20 a.m.
Wed. Jan. 16	Ogden	Ogden High School	10:00 a.m.
Wed. Jan. 16	Weber	Weber High School	1:30 p.m.
Mon. Jan. 21	Provo	Provo High School	10:30 a.m.
Mon. Jan. 21	Provo	Timpview High School	1:15 p.m.
Thurs. Feb. 14	Cache	Sky View High School	10:00 a.m.
Fri. Feb. 15	Granite	Granite High School	1:25 p.m.
Mon. Feb. 25	Beaver	Beaver High School	10:25 a.m.
Tues. Feb. 26	Iron	Cedar City High School	10:00 a.m.
Tues. Feb. 26	Washington	Dixie High School	2:00 p.m.
Wed. Feb. 27	Sevier	North Sevier High School	1:15 p.m.
Thurs. Feb. 28	South Sanpete	Manti High School	9:30 a.m.
Thurs. Feb. 28	Carbon	Carbon High School	2:15 p.m.
Mon. Mar. 3	Wasatch	Wasatch High School	1:40 p.m.
Tues. Mar. 4	Uintah	Uintah High School	9:30 a.m.
Tues. Mar. 4	Duchesne	Union High School	2:00 p.m.
Mon. Mar. 10	Emery	Green River High School	10:00 a.m
Mon. Mar. 10	Grand	Grand High School	2:00 p.m.
Tues. Mar. 11	San Juan	Monticello High School	11:15 a.m.
Tues. Mar. 11	San Juan	San Juan High School	2:15 p.m.
Wed. Mar. 12	Emery	San Rafael Jr. High School	10:30 a.m.
Tues. Apr. 8	Salt Lake City	East High School	9:15 a.m. and 10:30 a.m.

B. CURRICULUM MATERIALS

GUIDELINES FOR THE UTAH OPERA COMPANY'S OPERA-IN-THE-SCHOOLS PROGRAM

To maximize the enjoyment and educational benefits of the Opera performance, you are asked to implement these guidelines and discuss them with your students.

--Please be seated in the auditorium on time, as the singers are on a tight schedule.

--It is suggested that the faculty and students "dress up" for this occasion, as is done for a performance in the opera house.

--All students are invited to attend, not a select few.

--Classroom study activities transform the opera concert into a valuable learning tool and leave a lasting impression on the students.

--Student letters expressing views and impact of the concert and music are welcomed by the Utah Opera Company, 50 West Second South, Salt Lake City, Utah 84101.

Thank you for your cooperation and support.

UTAH OPERA COMPANY'S

OPERA IN THE SCHOOLS PROGRAM

LEARNING ACTIVTIES

1. A packet "OPERA, ART WORK Careers in the Arts" contains a filmstrip, cassette tape, and a booklet which are valuable in teaching all age groups about an opera singer and related subjects. This teaching tool should now be in your library. If not, please contact the Utah Opera Company and we will send you a copy immediately.

2. Listen to different musical themes and melodies from the operas to be presented.

3. Discuss the story of each excerpt and the characters involved.

4. Discuss how drama and music can work together to enhance each other.

5. Discuss how emotions can be expressed through music.

6. Discuss the facts about different composers, authors, and dramatists.

7. Discuss the background, origin, and importance of each opera.

8. Correlate musical selections with other subject matter, such as world customs, cultures, and historical events.

9. Write a review of the performance by the Utah Opera Company.

UTAH OPERA COMPANY

SCHOOL PROGRAM 1979-1980

PROLOGUE TO PAGLIACCI by Leoncavallo

The opera Pagliacci is about a troupe of entertainers who make their living traveling from town to town. The prologue begins the opera, just as it will the Opera in the Schools Program. However, the words have been adapted especially for the students.

HABANERA from CARMEN by Bizet

As Carmen comes on stage for her aria, the Habanera, which is really a Spanish dance set to music, the men greet her enthusiastically, protesting that all are her slaves, and asking her to name the day when she will love them all. Simple as Carmen's reply is, it is one of the most effective first speeches made by any character in opera. When will she love them all? Upon her word, she does not know--perhaps never, perhaps tomorrow, but certainly not today. To the rhythm of the Habanera she tells the men that love is a bird that will not be captured, if it does not want to be caught.

QUINTET from CARMEN by Bizet

Escamillo, the Toreador, makes his exit with great pomp. The girls who have now been joined by the two smugglers, Dancairo and Remendado, settle down to the discussion of business. The men are hoping to bring off some excellent coups, but for these they need the assistance of the women, for there is nothing like women when the affair calls for dexterity and trickery. They all express this admirable sentiment in a quintet that is a miracle of light-fingered characterization.

Frasquita and Mercedes are willing to join the band at once, but Carmen holds out. It is in vain that the men appeal to her; she persists in her refusal, finally giving her reason--she is in love again. The men compliment her in a phrase of exquiste irony, but remind her that it would not be the first occasion on which she had been able to reconcile the delights of love with the call of duty. Answering them in their own ironic tone, Carmen tells them that normally she would be delighted to set out with them, but this time it is impossible, as love comes first with her, duty being second. For wit and grace of style, this scene is without a parallel in opera.

PAPAGENO'S ARIA from the MAGIC FLUTE by Mozart

A flute is heard in the distance, then is heard drawing nearer, until at last Papageno comes upon the scene. He is in a costume mostly composed of feathers and carries a bird net. He holds his Pan-pipe in both hands and accompanies

PAPAGENO's ARIA (Continued)

his singing. He tells us that he is a birdcatcher by profession, a man of mirth, known to old and young throughout the land. But there is an even finer trade than his, he continues--he would capture pretty girls if he could.

BASILIO'S ARIA from the BARBER OF SEVILLE by Rossini

The crafty Basilio has a sovereign plan for getting rid of the Count-Calumny, which skillfully employed, can always be trusted to bring the strongest down. He explains his meaning to Bartolo in the celebrated "Calumny" aria, in which he describes how, in the mouth of a master, detraction begins with a whisper so faint as to be hardly noticeable, then swells to a gale that destroys the victim. The aria is a masterpiece of characterization.

DUET from DON PASQUALE by Donizetti

While Don Pasquale is attempting to dissuade Norina from going to the theatre, he gets his ears soundly cuffed by this vigorous young lady. As always, Don Pasquale is trying to govern her life style and behavior, but finds her an impossiblity since she would much rather dress up and go to the opera than stay home with him.

ENSEMBLE from the BARBER OF SEVILLE by Rossini

The scene opens with Dr. Bartolo and the Count engaged in an argument. Figaro enters, breaking up the ensuing fight, asking them what the commotion is about. The Count and Bartolo soon get angry, continuing with their brawl and calling each other names. They are suddenly interrupted by a loud knock at the door. An officer of the guard enters. Bartolo complains of the conduct of the drunken soldier (the Count) who has forced his way into his house. The officer is about to arrest the Count when the latter takes out a parchment containing the ensignia of his nobility. Everyone is rigid and motionless as the officer who once attempted to arrest the soldier is now saluting him. The scene ends in a brilliant ensemble in which everyone insists noisily upon his own point of view.

FINALE from DIE FLEDERMAUS by Strauss

With words especially adapted for the school program, our finale is from the Second Act of Die Fledermaus. A toast to the students is sung extolling the merits and beauties of opera, proclaiming that of all the music, opera is king.

C. EVALUATION

UTAH OPERA SCHOOL PERFORMANCE
Teacher Questionnaire

Please complete this form if you attended the recent performance of the Utah Opera. Your help will assist us in improving these and similar performances.

1. What is the name of your school? 606 questionnaires tabulated

2. What grade are you in?

3rd (4)	4th (7)	5th (54)
6th (37)	7th (40)	8th (81)
9th (65)	10th (76)	11th (116)
12th (130)		

3. Have you taken any classes in music?

457 A. Yes
154 B. No

4. How often have you been to a Utah Opera performance?

362 A. This was the only time
228 B. Two or three times
25 C. Several times

5. How did you like the performance?

286 A. I enjoyed it very much
271 B. I like some parts but not others
55 C. I didn't really enjoy it

6. What did you enjoy most in the performance?

Everything	Old Mother Hubbard song
The gypsy	Finale from Barber of Seville
The acting	The singing (quality and range)
The costumes	Wife and Husband (Don Pasquale)
The funny parts	Police scene from Barber of Seville
The Bird-Catcher (Papageno)	The lady flirting with audience (Carmen)

7. What did you not enjoy?

Singing	Hard to understand
Too Short	Lady flirting (Carmen)
French singing	First man who sang
Some of the music	Boring in other languages

8. Other comments:

Come again	Not my type of music
Great performance	I'm going to an opera
Enjoyed very much	Better than expected
	Couldn't understand the words

UTAH OPERA SCHOOL PERFORMANCE
Teacher Questionnaire

School: 122 teachers responded District: 13 districts were sampled.

Please help us continue to improve our school performances by taking a moment and completing this brief form.

1. What courses do you most often teach?
   25 English, 16 all subjects, 16 Math, 11 History, 38 other.

2. How did students in your school react to the recent Utah Opera performance?

   85 A. Appeared to enjoy it very much
   47 B. Like some parts but not others
   3 C. Appeared not to enjoy it

3. Have you been able to integrate this performance into your current classroom activities?

   56 A. Yes, I built on this performance
   68 B. No, I have not been able to relate this performance to my present activities

4. From a curriculum point of view, how could similar performances be changed to make them more beneficial to your school?

   Smaller audience size
   Excellent as presented
   Sing more often
   Present program more often
   Narration could explain more
   Need more background information
   Printed program with short synopsis of stories
   Longer part of one opera instead of parts of many

5. What could be done to enhance the student appeal of performances like these?

   More scenery
   Very enjoyable
   More songs in English
   Excellent as presented
   Good audience participation
   Excellent choice of selections
   More information ahead of performance

6. Other comments and suggestions:

   Very good program
   Thank you! Thank You! Come again!
   Excellent experience
   Better than expected
   More information ahead of performance

APPENDIX 4: UTAH SYMPHONY INFORMATION

A. SCHEDULE/LIST OF SCHOOLS
B. CURRICULUM MATERIALS
C. EVALUATION

UTAH SYMPHONY
1979-80 SCHOOL CONCERT SCHEDULE

Date		District	School	Times
Mon.	Sept. 17	Duchesne	Altamont High School	1:00 and 2:10 p.m.
Tues.	Sept. 18	Uintah/Daggett	Vernal Jr. High School	10:00 and 11:10 a.m.
Wed.	Sept. 19	Wasatch/Park City/North & South Summit	Wasatch High School	1:00 and 2:10 p.m.
Fri.	Sept. 21	Granite	Kennedy Jr. High School	9:05 and 10:15 a.m.
Tues.	Oct. 16	Granite	Cyprus High School	9:00 and 10:10 a.m.
Tues.	Oct. 30	Iron	Cedar City High School	10:00 and 11:10 a.m.
Wed.	Oct. 31	Washington	Hurricane High School	9:30 and 10:40 a.m.
Wed.	Nov. 14	Granite	Kearns High School	8:30 and 10:00 a.m.
Thurs.	Nov. 15	Jordan	Hillcrest High School	9:40 and 10:50 a.m.
Fri.	Nov. 30	Salt Lake	*Concert at Symphony Hall	9:00 and 10:10 a.m.
Mon.	Dec. 3	Granite	Cottonwood High School	9:00 and 10:10 a.m.
Thurs.	Jan. 3	Granite	Granite Park Jr. High School	9:00 and 10:10 a.m.
Mon.	Jan. 7	Odgen	*	9:30 and 10:40 a.m.
Fri.	Jan. 18	Box Elder	Bear River High School	1:00 and 2:10 p.m.
Tues.	Jan. 29	Weber	Roy High School	9:20 and 10:30 a.m.
Wed.	Jan. 30	Jordan	Hillcrest High School	9:40 and 10:50 a.m.
Thurs.	Feb 14	Granite	Eisenhower Jr. High School	9:00 and 10:10 a.m.
Mon.	Feb. 25	Alpine	American Fork High School	9:30 and 10:40 a.m.
Tues.	Feb. 26	Garfield/Piute	Panguitch High School	7:00 p.m.
Wed.	Feb. 27	Sevier	South Sevier High School	10:00 and 11:10 a.m.
Thurs.	Feb. 28	North Sanpete/ South Sanpete	North Sanpete High School	10:00 and 11:10 a.m.
Mon.	Mar. 3	Jordan	Hillcrest High School	9:40 and 10:50 a.m.
Thurs.	Mar. 13	Tooele	Tooele High School	1:15 and 2:20 p.m.
Fri.	Mar. 14	Logan	Logan Jr. High School	10:00 a.m.
Fri.	Mar. 14	Cache	Sky View High School	1:00 and 2:10 p.m.
Mon.	Mar. 17	Salt Lake	*	9:00 and 10:10 a.m.
Mon.	Mar. 24	Carbon	Carbon High School	1:00 and 2:10 p.m.
Wed.	Mar. 26	San Juan	San Juan High School	1:00 and 2:10 p.m.
Wed.	Mar. 26	Grand	Grand High School	8:00 p.m.
Fri.	Mar. 28	Provo	Timpview High School	9:30 and 10:40 a.m.
Mon.	Mar. 31	Jordan	Hillcrest High School	9:40 and 10:50 a.m.
Mon.	Apr. 7	Ogden	*	9:30 and 10:40 a.m.
Tues.	Apr. 8	Alpine	Orem Jr. High School	9:30 and 10:40 a.m.
Mon.	Apr. 28	Davis	Bountiful High School	9:00 and 10:10 a.m.
Mon.	May 5	Davis	Davis High School	9:00 and 10:10 a.m.
Tues.	May 6	Weber	Weber High School	9:20 and 10:30 a.m.
Wed.	May 7	Davis	*	9:00 and 10:10 a.m.
Mon.	May 12	Davis	*	9:00 and 10:10 a.m.
Wed.	May 14	Murray	Hillcrest Jr. High School	9:00 and 10:10 a.m.
Mon.	May 19	Nebo	Payson High School	10:00 and 11:10 a.m.

*Participating schools not yet designated by district.

SCHOOLS SERVED BY THE UTAH SYMPHONY CONCERTS IN SCHOOLS PROGRAM

Davis School District

Layton High
Central Davis Jr. High
King Elementary
Crestview Elementary
Whitesides Elementary
Bay View Elementary
Lincoln Elementary
Layton Elementary
Hilltop Elementary
Bountiful High
Oak Hills Elementary
Muir Elementary
Stoker Elementary
Valley View Elementary
Washington Elementary
Holbrook Elementary
Bountiful Elementary
Davis High
Morgan Elementary
Kaysville Elementary
Burton Elementary
Farmington Elementary
Woods Cross High
West Bountiful Elementary
Woods Cross Elementary
Adelaide Elementary
Orchard Elementary
Boulton Elementary

Murray City School District

Hillcrest Jr. High
Riverview Jr. High

Nebo School District

Payson Jr. High
Spanish Fork Jr. High
Springville Jr. High
Payson High
Spanish Fork High
Springville High
Payson Middle School
Wilson Elementary
Taylor Elementary
Park View Elementary
Peteetneet Elementary
Barnett Elementary
Santaquin Elementary

Weber School District

Roy High
Roy Jr. High
Lakeview Elementary
Hooper Elementary
Kanesville Elementary
Valley View Elementary
North Park Elementary
Municipal Elementary
Country View Elementary
Roy Elementary
Weber High
Bates Elementary
Green Acres Elementary
Lomond View Elementary
North Ogden Elementary
Plain City Elementary
Valley Elementary
West Weber Elementary

Salt Lake City School District

Backman Elementary
Bennion Elementary
Bonneville Elementary
Dilworth Elementary
Edison Elementary
Emerson Elementary
Ensign Elementary
Franklin Elementary
Glendale Park Elementary
Hawthorne Elementary
Jackson Elementary
Lincoln Elementary
Lowell Elementary
Meadowlark Elementary
Newman Elementary
Nibley Park Elementary
Parkview Elementary
Riley Elementary
Rose Park Elementary
Uintah Elementary
Wasatch Elementary
Washington Elementary
Whittier Elementary
Glendale Intermediate
Hillside Intermediate
Jordan Intermediate
Northwest Intermediate
East High
Clayton Intermediate

Jordan School District

Alta View Elementary
Bell View Elementary
Bella Vista Elementary
Brookwood Elementary
Butler Elementary
Canyon View Elementary
Copperview Elementary
Cottonwood Heights Elementary
Crescent Elementary
Draper Elementary
East Midvale Elementary
East Sandy Elementary
Edgemont Elementary
Granite Elementary
Majestic Elementary
Midvale Elementary
Midvalley Elementary
Monte Vista Elementary
Mountview Elementary
Oakdale Elementary
Oquirrh Elementary
Park Lane Elementary
Peruvian Park Elementary
Ridgecrest Elementary
Riverton Elementary
Sandy Elementary
Silver Mesa Elementary
South Jordan Elementary
Southland Elementary
Sprucewood Elementary
Sunrise Elementary
Terra Linda Elementary
Westland Elementary
Westvale Elementary
Willow Canyon Elementary
Jordan Valley Elementary
Jordan Resource
Bingham Middle
Butler Middle
Eastmont Middle
Midvale Middle
Mt. Jordan Middle
Union Middle
West Jordan Middle
Alta High
Bingham High
Brighton High
Hillcrest High
Jordan High

South Sanpete School District

Manti High
Gunnison Valley High

Logan City School District

Logan Jr. High
Logan High

Cache School District

Bowen Elementary
Lewiston Elementary
Lincoln Elementary
North Park Elementary
Park Elementary
Providence Elementary
River Heights Elementary
Summit Elementary
Wellsville Elementary
North Cache Jr. High
South Cache Jr. High

Carbon School District

Mont Harmon Jr. High
Helper Jr. High
Notre Dame Elementary
Carbon High
East Carbon High

Provo City School District

Edgemont Elementary
Franklin Elementary
Grandview Elementary
Joaquin Elementary
Maeser Elementary
Provost Elementary
Rock Canyon Elementary
Sunset View Elementary
Timpanogos Elementary
Wasatch Elementary
Dixon Jr. High
Farrer Jr. High
Provo High
Timpview High

Box Elder School District

Bear River High
Bear River Jr. High
Garland Elementary
North Park Elementary
McKinley Elementary

Granite School District

Kennedy Jr. High
Calvin Smith Elementary

Granite School District (cont.)

Pioneer Elementary
Gourley Elementary
Whittier Elementary
Sandburg Elementary
Farnsworth Elementary
Jackling Elementary
Academy Park Elementary
Granger High
Cyprus High
Brockbank Jr. High
Webster Elementary
Magna Elementary
Lake Ridge Elementary
Orchard Elementary
Kearns High
Western Hills Elementary
South Kearns Elementary
West Kearns Elementary
Oquirrh Hills Elementary
Truman Elementary
Arcadia Elementary
Bennion Elementary
Vista Elementary
Plymouth Elementary
Frost Elementary
Stansbury Elementary
Cottonwood High
Kearns Jr. High
Bonneville Jr. High
Olympus Jr. High
Wasatch Jr. High
Evergreen Jr. High
West Lake Jr. High
Churchill Jr. High
Oakwood Elementary
Woodstock Elementary
Meadow Moor Elementary
Hill View Elementary
Fremont Elementary
Moss Elementary
Cottonwood Elementary
Twin Peaks Elementary
Saint Vincents
Granite Park Jr. High
Central Jr. High
Madison Elementary
Woodrow Wilson Elementary
Lincoln Elementary
Hartvigsen Elementary
Mill Creek Elementary
William Penn Elemetnary
Rosecrest Elementary
Oakridge Elementary

Granite School District (cont.)

Eisenhower Jr. High
Hillsdale Elementary
Taylorsville Elementary
Granger Elementary
Redwood Elementary
Rolling Meadows Elementary
Canyon Rim Elementary
East Mill Creek Elementary
Howard Driggs Elementary

Alpine School District

American Fork High
American Jork Jr. High
Highland Elementary
Greenwood Elementary
Barratt Elementary
Forbes Elementary
Shelley Elementary
Alpine Elementary

Garfield School District

Bryce Valley Elementary
Escalante High
Panguitch High
Panguitch Elementary

Piute School District

Piute High School

Sevier School District

South Sevier High
Monroe Elementary

North Sanpete School District

Spring City Elementary
Mt. Pleasant Elementary
Fairview Elementary
Fountain Green Elementary
Moroni Elementary
North Sanpete Jr. High
North Sanpete High
Wasatch Academy

Daggett School District

Flaming Gorge Elementary
Manila Elementary
Manila High

Tooele School District

West Elementary
East Elementary
Central Elementary
Stockton Elementary
Harris Elementary
Stansbury Park Elementary
Tooele Jr. High
Tooele High

San Juan School District

Monticello High
Whitehorse High
Mexican Hat Elemenary
San Juan High

Ogden City School District

Mount Ogden Jr. High
Central Jr. High
Ogden High
Dee Elementary
Lewis Elementary
Taylor Elementary
Grandview Elementary
Lorin Farr Elementary
T. O. Smith Elementary
Jefferson Elementary
Polk Elementary
Wasatch Elementary
Mound Fort Jr. High
Highland Jr. High
Ben Lomond High
Bonneville Elementary
Gramercy Elementary
Horace Mann Elementary
Lynn Elementary
Edison Elementary
Hillcrest Elementary
Lincoln Elementary
Mountain View Elementary

Duchesne School District

Altamont Elementary
Duchesne Elementary
Roosevelt Elementary
East Elementary
Neola Elementary
Myton Elementary

Duchesne School District (cont.)

Tabiona Elementary
Altamont High
Union High

Uintah School District

Ashley Elementary
Central Elementary
Maeser Elementary
Naples Elementary
Todd Elementary
Learning Center
Vernal Jr. High
West Jr. High
Uintah High

Park City School District

Park City High
Carl Winters Middle

South Summit School District

South Summit Elementary
South Summit High

Wasatch School District

Central Elementary
North Elementary
Midway Elementary
Wasatch Middle
Wasatch High

Iron School District

Cedar High
Cedar Jr. High
Parowan High
East Elementary
South Elementary
North Elementary
Escalante Valley Elementary
Enoch Elementary

Washington School District

Hurricane Elementary
Hurricane Jr. High
Hurricane High
Springdale Elementary

VOCAL AND GENERAL MUSIC ELEMENTARY SCHOOL: FOURTH, FIFTH & SIXTH GRADES	INDIVIDUAL AND LARGE GROUP ACTIVITIES: DEPENDENT	501-013 505-010 506-013

INSTRUCTIONAL OBJECTIVE: Students will know and demonstrate the ability to:

504-013 identify the orchestral instruments by sight and sound. (703)

505-010 identify at least five compositions by title, form, composer, and culture. (103)

506-013 evaluate compositions and performances on the basis of predetermined criteria. (708)

LEARNING ACTIVITY	MATERIALS & EQUIPMENT	EVALUATION
Incorporate any or all of the following activities that relate to your grade level objective.		Use the evaluation that relates to your grade level objective.
PRE-CONCERT		
1. Discuss the Guidelines for Utah Symphony School Concerts.	Guidelines for Utah Symphony School Concerts	504-013 Have each student evaluate three musical selections using the Pre and Post Concert Listening Guide.
2. Discuss the Program Notes with the students.	Program Notes	
3. Choose a musical selection from the Program Notes and listen simply on a sensory basis. Discuss how the music makes the students feel. Have students list descriptive words that fit this piece of music.	Recording of desired musical selection (See Program Notes)	505-010 Have each student identify at least three compositions performed by the symphony and the composer and culture from which they originated.
4. Play the musical selection and listen for specific elements such as mood, melody, rhythm, etc. Make a check list for students to use when evaluating these musical elements.	Pre and Post Concert Listening Guide	506-013 Have each student evaluate two musical selections using the Pre and Post Concert Listening Guide.
5. Play the selection to familiarize students with the different sections of the orchestra (woodwinds, brass, percussion, and strings) and sounds produced by the different instruments.	"Meet the Instruments" (Posters, miniature study prints, sound filmstrip set and teachers guide) Bowmar/ Noble Publishers, Inc., 4563 Colorado Boulevard, Los Angeles, CA 90039	
6. Dramatize the music through body movement: dancing, swaying, tapping, and clapping.		
7. Accompany selection with rhythm instruments to help determine the beat and meter of the piece.	Rhythm Instruments	

LEARNING ACTIVITY	MATERIALS & EQUIPMENT	EVALUATION
8. Demonstrate basic conducting patterns and have students perform these patterns to a musical selection.	Blackboard, chalk and/or overhead transparency Recording of musical selection	
9. Research biographical material concerning the composer and composition.		
10. Correlate musical selections with other subject matter. This might be accomplished by relating the selections and musical periods to major world customs, cultures, and historical events.		
11. Read poems and stories that inspired the musical compositions.		
12. Discuss the features of a concert review that might be used in a newspaper.	Concert reviews from local newspapers	
POST-CONCERT		
1. List five things enjoyed while attending the concert.	Paper and Pencil	
2. Listen to a selection or part of it, and draw the ups and downs of the music on a newspaper. This activity is called mapping. Are there places in the selection where the music makes a straight line? Be sure to begin and end with the music. There is no right or wrong way to map.	Newspaper, magic marker, and a recording of the musical selection	
3. Discuss with the class reasons for including each selection in the program. Is there a better title for the program than the one listed? If so, what? Is there any selection that did not fit in this program? If so, what?		
4 Write a concert review of the performance by the Utah Symphony.	Paper and Pencil	
5. Write a letter expressing any feelings about the concert to the Utah Symphony.	Paper and Pencil	

Guidelines for Utah Symphony School Concerts

The Utah Symphony has been playing concerts in schools for over 25 years. The Symphony appreciates the excellent and enthusiastic cooperation it has received from the education community, both from teachers and students alike.

For maximum personal enjoyment and educational benefit from the concerts, as a vital part of the total education process, you are asked to implement these guidelines, which have proven themselves over the past years:

1. All students should be in their seats at least 5 minutes before the downbeat. It is very important to start exactly on time, not only for psychological reasons, but also because of the orchestra's very precise schedules.

2. The concert should be made "a special affair", i.e. teachers should suggest students dress up a little for it. This makes a great difference in their decorum at the concert.

3. Urge all students to attend. The teacher's voiced opinion that the concert is "a must" is all-important.

4. All students should be briefed on concert etiquette in advance. Please stress "no whispering" while the orchestra is playing.

5. It is also good for discipline to have teachers sitting with their classes, particularly younger grades, or scattered throughout the audience, and they should not hesitate to demand strict attention from students, especially as the concert gets underway.

6. Students should be impressed that once the concert starts no one should be allowed to enter or leave the hall or to move around.

7. Pre and post concert classroom study activities transform concerts into valuable learning tools and leave a lasting impression on the students.

8. Student letters expressing views and impact of the concert and music are welcomed by the Utah Symphony.

The Utah Symphony truly appreciates the opportunity to play for your students, and is grateful for your continuing cooperation and support.

PRE AND POST CONCERT LISTENING GUIDE

In listening to music, try to determine which of the following are most characteristic of this composition:

MOOD

1. restful
2. light and joyful
3. solemn, sombre
4. delicate, graceful
5. forceful, dynamic

MELODY

1. smooth, flowing (conjunct motion)
2. angular (disjunct motion)
3. melody seems to have a definite goal
4. phrases of melody are repeated
5. melody seems to wander aimlessly, no definite goal

RHYTHM AND METER

1. gentle, flowing movement
2. no beat-feeling
3. slight beat-feeling
4. steady, unflagging pulse or beat
5. vigorous, powerful beat
6. sudden, unexpected accents or stresses
7. double or triple meter

TEXTURE

1. monophonic (single melody or part) unison--Gregorian chant
2. homophonic (chiefly chordal, one melody supported by harmony)
3. polyphonic (two or more melodies sounded simultaneously or counterpoint)

HARMONY

1. consonant
2. dissonant

TEMPO (rate of speed)

1. slow
2. moderate
3. fast

DYNAMICS (volume)

1. loud
2. soft
3. moderate
4. remains at one level
5. fluctuates

TIMBRE

1. what instruments are prominent
2. predominantly full orchestra or many solo passages

FORM

1. contrasting sections, AB, ABC, etc.
2. repetition, ABA, ABACAD
3. variation

UTAH SYMPHONY SCHOOL CONCERT PROGRAM NOTES

MUSICAL PORTRAITS FROM LITERATURE

OVERTURE TO "EGMONT" BY LUDWIG VAN BEETHOVEN (1770-1827)

Beethoven's Overture to "Egmont" was written in 1810. It was one of nine numbers commissioned to be used in a Vienna production of Goethe's play, "Egmont."

The play deals with the political and religious struggles of the Spanish and the Dutch for sovereignty in Holland with Egmont, leader of the Protestant Dutch people, as the tragic central figure. Egmont, the Netherlands' heroic champion of liberty and independence, met death on the scaffold under an unscrupulous dictator.

At the first, the composition is a mighty lamentation. There are voices of an aroused and angry people, and there is at the last tumultuous rejoicing, as we hear the coda of the overture, which appeared originally at the end of the play, as the "Triumph Symphony." Records available: Columbia M-30079 and Angel S-3577.

SIEGFRIED'S RHINE JOURNEY FROM "THE TWILIGHT OF THE GODS" BY RICHARD WAGNER (1813-1883)

"The Twilight of the Gods" is the fourth section of Wagner's music drama entitled "The Ring of the Nibelung." This musical selection portrays Brunnhilde and Siegfried coming from the caves where they have made their home. A catastrophe has been predicted and Siegfried must leave to carry out heroic deeds. This selection depicts Siegfried's departure from his beloved Brunnhilde and his journey across the Rhine. The main melody includes strong themes for strings and clarinet.

Wagner was one of the greatest composers of the Romantic era and was the culminating creator of dramatic operas. He was an extremely egotistical person and was constantly in trouble politically and personally. The great opera hall at Bayreuth was built specifically to house productions of Wagner's music dramas. Records available: Bowmar, Series 3, #094 and Columbia M-32351.

DON JUAN BY RICHARD STRAUSS (1864-1949)

Don Juan was Strauss' second tone poem, written in 1888. It was inspired by a poem of Nicholas Lenau, about which the composer said, "My Don Juan is no hot-blooded man eternally pursuing women. He longs to find a woman who is to him incarnate womanhood, and to enjoy, in the one, all women on earth, whom he cannot possess as individuals."

The tone poem begins with a passionate upward surge of the strings, suggesting Don Juan's ardor. This is followed by a tender strain in the strings--the lover's longing. There is a third, heroic theme in the horns, portraying Don Juan himself. There is a shudder in the orchestra (as the tone poem comes to an end) telling of Don Juan's disgust and disillusion.

Richard Strauss, one of the most publicized composers of the early twentieth century, was born in Munich. His career as a composer ended as it had begun--with the writing of music, classical in structure, romantic in feeling, warm

with pleasing melodies and gracious with conventional harmonies. After listening to his earliest and last works, it becomes difficult to remember that between these two periods, Strauss produced works that shocked and outraged the world and made him one of its most provocative musical figures. Records available: Columbia MS-6822 and Odyssey Y-30313 and London 6209.

ROMEO AND JULIET SUITE (EXCERPTS) BY SERGE PROKOFIEV (1891-1953)

Prokofiev was asked to compose a ballet on the theme of Shakespeare's "Romeo and Juliet." He completed the work in 1935, later compiling three orchestral suites based on the original ballet score.

An abrupt change in Prokofiev's musical style occurred when he returned from a long visit in Paris shortly before his composition of "Romeo and Juliet." With "Romeo and Juliet" he seemed to strive for simpler and more lyrical mode of musical expression using definite themes portraying Juliet, Romeo, Montagues, Capulets and other characters. Records available: Silver Burdett Music, Book 8, Record 8, Side 2 and Angel S-3802.

OVERTURE TO "WILLIAM TELL" BY GIOACHINO ROSSINI (1792-1868)

Rossini completed his thirty-eighth opera "William Tell" during the height of his fame as the most widely performed opera composer in the world. He was never again to write an opera (there has never been a satisfactory explanation as to his decision). "William Tell Overture" is Rossini's most ambitious attempt at symphonic writing. It is described as a miniature symphonic poem because of its success in combining programmatic and poetic writing. The overture begins with a slow section; the main theme in the cellos and basses depicting the rise of the sun over the Swiss mountains. Contrasting sections include: a storm, depicted by the orchestra; a pastoral setting depicted by the English horn; and a Swiss soldier scene depicted by the trumpets. The overture includes the famous melody commonly recognized as the "Lone Ranger" theme. Records available: Bowmar, Series 3, #091 and Adventures In Music, Grade 3, Volume 1.

"ROCKY" SELECTIONS BY BILL CONTI

Bill Conti is one of the most successful film composers of recent Hollywood history, having written scores for "The Big Fix," "Rocky" and "Rocky II."

These excerpts show the current trend in commerical music to fuse the symphonic sound with a "rock and roll" beat. Records available: United Artists LA 693G.

ALTERNATE: EIN HELDENLEBEN BY RICHARD STRAUSS (1864-1949)

The music of Richard Strauss is highly colorful and expressive, sometimes almost blatantly so. Probably it was this quality, rather than any musical innovations, that earned him his reputation. Strauss confined his early compositions to tone poems which Ein Heldenleben (A Hero's Life) is one of the most familiar examples. Records available: Odyssey Y-31922 and London 7083.

UTAH SYMPHONY SCHOOL CONCERT PROGRAMS
-SUPPLEMENTS & RECORDINGS AVAILABLE-

MUSIC FOR DANCE

HUNGARIAN DANCE BY JOHANNES BRAHMS: Deutsche Grammophon 138080 and Making Music Your Own, Book 5, Record 6, Side 1 and Silver Burdett Music Book 3, Record 5, Side 1.

MINUET FROM SYMPHONY NO. 83 IN G MINOR BY JOSEPH HAYDN: Columbia D3S-769 and Angel S-36868.

WALTZ FROM "SLEEPING BEAUTY" BY TCHAIKOVSKY: Bowmar, Series 2, #080 and Silver Burdett Music, Book 2, Record 8, Side 2.

ARAGONAISE FROM "CARMEN" BY BIZET: Angel S-3650Y and RCA LSC-6199.

HOEDOWN FROM "RODEO" BY COPLAND: ABC WGS 8170 and Bowmar, Series 1, #068

FIREBIRD (EXCERPTS) BY STRAVINSKY: Bowmar, Series 3, #084 and RCA LSC-3167.

PETROUCHKA (EXCERPTS) BY STRAVINSKY: Bowmar, Series 3, #095 and RCA LSC-3167

ROMEO AND JULIET (EXCERPTS) BY PROKOFIEV: Silver Burdett Music, Book 8, Record 8, Side 2 and Angel S-3802.

MUSICAL MAGIC

OVERTURE TO "DER FREISCHUTZ" BY WEBER: Columbia M-33585 and Angel S-36175.

OVERTURE TO "THE MAGIC FLUTE" BY MOZART: Columbia M-33888 and Angel S-36289

MAGIC FIRE MUSIC FROM "KIE WALKURE" BY WAGNER: Columbia MS-7141 and Columbia MS-7291.

SORCERER"S APPRENTICE BY DUKAS: Columbia MS-6943 and London STS-15005 and Bowmar, Series 1, #072.

FIREBIRD BY STRAVINSKY: (see above)

ROMEO AND JULIET

ROMEO AND JULIET BY TCHAIKOVSKY: Vox QSVBX 5131 and Bowmar, Series 3, #101.

ROMEO AND JULIET SUITE (EXCERPTS) BY PROKOFIEV: (see above)

ROMEO AND JULIET (EXCERPTS) BY BERLIOZ: Columbia MS-6170 and RCA VICS-6042 and london 12102

WEST SIDE STORY (EXCERPTS) BY BERNSTEIN: Columbia JS-31603, Columbia JS-2070.

FESTIVAL MUSIC

KING STEPHEN OVERTURE BY BEETHOVEN: Columbia M-30079 and Angel S-35843.

TWO RENAISSANCE PIECES BY ADSON: None available.

PETROUCHKA (EXCERPTS) BY STRAVINSKY: (see page one)

FETES BY DEBUSSY: Columbia MS-7523 and Angel S-35977 and Bowmar, Series 3, #085.

HOEDOWN FROM "RODEO" BY COPLAND: (see page one)

CARNIVAL OVERTURE BY DVORAK: Columbia MS-6879 and Odyssey Y2-33524.

HEROES

OVERTURE TO "EGMONT" BY BEETHOVEN: Columbia M-30079 and Angel S-3577.

SIEGFRIED'S RHINE JOURNEY FROM "THE TWILIGHT OF THE GODS" BY WAGNER: Bowmar, Series 3, #094 and Columbia M-32351.

EIN HELDENLEBEN (EXCERPTS) BY STRAUSS: Odyssey Y-31922 and London 7083.

SLEEPING BEAUTY (EXCERPTS) BY TCHAIKOVSKY: Silver Burdett #204 and Bowmar, Series 2, #080.

OVERTURE TO "WILLIAM TELL" BY ROSSINI: Bowmar, Series 3, #091 and Adventures In Music, Grade 3, Volume 1.

"ROCKY" SELECTIONS BY CONTI: United Artists LA 693-G.

MUSICAL PORTRAITS FROM LITERATURE

OVERTURE TO "EGMONT" BY BEETHOVEN: (see above)

SIEGFRIED'S RHINE JOURNEY FROM "THE TWILIGHT OF THE GODS" BY WAGNER: (see above)

DON JUAN BY STRAUSS: Columbia MS-6822 and Odyssey Y-30313 and London 6209.

ROMEO AND JULIET SUITE (EXCERPTS) BY PROKOFIEV: (see page one)

OVERTURE TO "WILLIAM TELL" BY ROSSINI: (see above)

"ROCKY" SELECTIONS BY CONTI: (see above)

UTAH SYMPHONY SCHOOL PERFORMANCE

Student Questionnaire

Please complete this form if you attended the recent performance of the Utah Symphony. Your help will assist us in improving these and similar performances. Teacher: Please return to Utah Symphony, 123 West South Temple, Salt Lake City, Utah 84101.

1. What is the name of your school? 1,028 responses recapitulated

2. What grade are you in? 4th (48), 5th (259), 6th (191), 7th (246), 8th (162), 9th (77), 10th (3), 11th (18), 12th (24).

3. Have you taken any classes in music?

   852 Yes
   176 No

4. How often have you been to a Utah Symphony performance?

   321 This was the only time
   445 Two or three times
   262 Several times

5. How did you like the performance?

   674 I enjoyed it very much
   311 I liked some parts but not others
    43 I didn't really enjoy it

6. What did you enjoy most in the performance?

   See back.

7. What did you not enjoy?

   See back.

8. Other comments:

   See back.

6. Most enjoyed:

Instruments:	Music Pieces:	Other:
French Horn	Rocky	Conductor
Violins	Romeo and Juliet	Got out of school
Brass	William Tell	Good programing
Piccolo	Egmont	Everything
Percussion	West Side Story	Fast pace
Strings	Siegfried	Orchestra always together
Harp	Don Juan	Stories that went with music
Flute	Stars and Stripes	Black suits
Trumpet	Sorcerer's Apprentice	Rhythm, Beat
	Firebird	Could relate to music
	Hoedown	Narration
	Sleeping Beauty	Theme
	Cool	Loud and soft contrasts
	Die Walkure	The power
	Magic Flute	Way music told a story

7. Not enjoy:

Noise of audience
Nothing
Longer, slower pieces
Violins
Romeo and Juliet
Don Juan
Sleeping Beauty
Flutes
Hoedown
Die Walkure
Buses

8. Other comments:

Want to see Symphony again
Didn't want to leave
Felt the music and moods
Wish could have heard more
Expected not to like it, but did
Carried away your imagination
Hope to be in Symphony
Best music ever heard
Wants more modern music
Would like to hear Beethoven 5th
Selection of music excellent
Best ever!
Too short
Relaxes you
Wants family to hear it
Conductor was great
New Conductor adds life to the music

UTAH SYMPHONY SCHOOL PERFORMANCE

Teacher Questionnaire

School: 68 teachers responded District: all districts were sent forms

Please help us continue to improve our school performances by taking a moment and completing this brief form. Please return to Utah Symphony, 123 West South Temple, Salt Lake City, Utah 84101.

1. What courses do you most often teach? 35 Elementary, 14 Music, 17 Other

2. How did students in your school react to the recent Utah Symphony performance?

   51 Appeared to enjoy it very much
   16 Liked some parts but not others
   0 Appeared not to enjoy it

3. Have you been able to integrate this performance into your current classroom activities?

   57 Yes, I built on this performance
   11 No, I have not been able to relate this performance to my present activities

4. From a curriculum point of view, how could similar performances be changed to make them more beneficial to your school?

   Longer concert
   Send materials earlier
   More narration
   More materials, educational
   Expand themes to include U.S. & Utah history

5. What could be done to enhance the student appeal of performances like these?

   More familiar selections
   Have musicians come to school prior to concert & visit classrooms
   More solos, spotlight individual instruments
   Send tape of program in advance

6. Other comments and suggestions:

   Length perfect
   Selections great
   Excellent concert
   Themes good
   Advance materials helpful
   Narration good and helpful
   Ratio of 5 classics to 1 modern good